

The Restructuring and Implementation of an Effective Middle School Advisory Model

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By

Ellen D'Amore

Erin Clayton

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ABSTRACT

The purpose of this action research study was to restructure and implement an effective middle school advisory model. This was conducted at a Middle School in Painesville Township, Ohio consisting of approximately 800 students. In order to meet Adequate Yearly Progress and adapt to the changes of the 21st century, a way to help the school progress was recognized by restructuring the 25 minute advisory period. An affective-academic-housekeeping program was applied with the idea of shifting from a heavily social-emotional focus during the first semester to a heavily academic focus during the second. A sample was selected, known as the experimental group, consisting of 250 sixth and seventh grade students. There was a comparison made to a control group within the same school. The study showed positive impacts on attitude, behavior, attendance and academic success.

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Chapter 1

INTRODUCTION

At the time this proposal was implemented, the Riverside Local School District provided educational services to approximately 4,700 middle-class students. The most prominent demographic, White, non Hispanics made up 92.2% of the population. The other groups within the district included 2% African American, 1.1% Asian or Pacific Islander, 1.8% Hispanic and 2.8% Multi-Racial. High concentrations of economically disadvantaged students are also identified within this sample at 20.3% and these individuals received free or reduced lunches. Finally, 11.7% of the student population had disabilities (Public School Review, 2003).

The Riverside Local School District covers 65 square miles within the Lake County townships of Leroy, Concord, Grand River and Painesville. There are six elementary schools accommodating kindergarten through fifth grade, while the middle school houses sixth and seventh grades before students advance to the junior high and high school complex, grade 8 through grade 12. According to the schools website, the district stated that all students are able to learn regardless of their background. Additionally, the teaching staff and district employees promote 21st century skills with their mission statement: “Through a culture of excellence, engage students in world-class educational opportunities empowering them to function responsibly in our global society” (Riverside Local School District, 2007). The implementation of this mission could be at least partially responsible for the State of Ohio rating this district as “Excellent” in the year this study was conducted.

A visitor that entered LaMuth Middle School for the first time might have felt a sense of school pride and community. The halls, lined with pictures of students that diligently worked on projects in various subjects, can be viewed. LaMuth housed approximately 800 total sixth and

seventh grade students with 40 classroom teachers at the time of the study with teaming used as a strong middle school philosophy. Each year begins with about 125 students assigned to a team that include the same core subject teachers including math, language arts, social studies and science. Each room contained technology that included SMART Boards, elmos, turning point units, and flip video cameras to enhance lessons.

The classroom environment was viewed as friendly and safe. Students knew they could talk with their teachers about information discussed in class or personal issues. Academically, while the majority of the classroom population was within the average range, LaMuth teachers still struggled with meeting Adequate Yearly Progress (AYP) for the third year. The two subgroups lacking growth were economically disadvantaged and students with disabilities. Due to this, the school was entered into *School Improvement Year 2*. LaMuth can be removed from this improvement plan only after students have met AYP for two consecutive years (Ohio Department of Education, 2008). Every school with this kind of status was asked to create an improvement plan.

The two authors of the study were both teachers at LaMuth Middle School, one taught sixth grade while the other taught seventh grade. They realized that while the school was a great place to learn and grow, there was still something lacking within the school day to help improve AYP. As LaMuth Middle School adapted to the changes of the 21st century, an understanding of what was still important to include within a school schedule still needed to be defined. One way to help the school progress was by structuring Advisory, a 25 minute class period available to teachers every day. Advisory was overlooked in the past as an opportunity to help students with basic skills they might be missing. LaMuth's scores depended on finding effective ways to enhance the skills needed to help these students achieve. Advisory was the best chance the

school had to provide additional instructional help. Makkonen (2004) found that “at its heart, advisory forges connections among students and the school community, creating conditions that facilitate academic success and personal growth” (para. 2). McClure, Yonezawa and Jones (2010) add that, “increased school connectedness is also related to educational motivation, classroom engagement and better attendance; all of which are linked to higher academic achievement” (Relationships section, para. 1).

At the beginning, Advisory was referred to as homeroom and used as a study hall period. It was put in place in order for students to have somewhere to go opposite their lunch period. Students either had homeroom before or after lunch, depending on their schedules. Two years ago, LaMuth’s building principal changed the daily schedule and transformed homeroom into Advisory. In his vision, the principal had hoped the Advisory period would challenge each faculty member to form an advocacy relationship with all of his or her Advisory students. One of the problems within Advisory at the time was that teachers were struggling to create worthwhile activities that strengthened character and offered social and emotional support. Although the principal was aware of the current research, he was not able to provide professional development within this area and it was left to each teacher who was already overwhelmed with other commitments within the realm of the classroom to create meaningful activities that partially met the students’ needs.

A structured Advisory curriculum along with professional development for teachers that would provide strategies for implementation of the curriculum was needed to relieve the tension of planning this daily 25 minute class period. This study’s purpose was to improve the current state of Advisory by building techniques that fostered connectivity between Advisory teachers

and students. One study's definition of Advisory came from Moody's (2010) research about incorporating advisories in the middle school that stated:

Advisory is a pillar of middle school philosophy. It is a time set aside during the busy middle school schedule where teachers and students participate in non-curricular activities to build positive relationships where the student knows that there is at least one adult in their school that will support them. (p. 4)

According to Anfara (2006), "Advisory programs are predicated on the belief that every young adolescent should have at least one adult at school to act as the student's advocate" (Concept/Definition section, para. 1).

In today's world, it has been difficult to make teacher – student connections. There were many reasons for this that included lack of time within the instructional day, disinterested students and teachers or simply personal connections in school have taken a backseat to the focus spent on preparing for standardized tests. Regardless of the reason, research has shown that the more teachers foster relationships with their students and focused on their social and emotional needs, the more academics, motivation and attendance improved.

Therefore, several research questions arose:

1. What was the effect of an improved Advisory on attendance as measured by attendance data and student achievement as measured by G.P.A.?
2. What was the effect of an improved Advisory on acceptable student behavior that was measured by behavior referrals and 4-P Points (Prompt, Prepared, Polite and Productive)?

The two authors of this study implemented activities into their Advisory Pride Program that met the specific needs of their middle school students within the sixth and seventh grade teams. Advisors of each class became the liaison for their 20 to 25 advisees. Professional development as well as an Advisory curriculum was provided to each teacher so that each Advisory offered students personalized support. In addition, grades, behavior referrals and attendance data was gathered and analyzed in order to measure positive impacts on students.

A baseline was collected from the students and staff on last year's Advisory Program. Curriculum and professional development was then created to fit their needs based on the information that was received. The Advisory Plan was implemented within both authors' teams that equaled 12 advisory classes. The authors closely monitored each team teacher and offered support when needed in order to control the different variables of each classroom. This was done by an electronic survey that was created and given to the teachers and students in their Advisory classes. It was used to elicit opinions about the value, interest, or level of connectivity teachers and students perceived at that time period. By knowing how they currently felt, their ideas informed the design of the curriculum for the implementation. The Advisory curriculum included strategies for fostering connectivity between advisors and advisees. After putting the lesson plans into place, surveys were given to the students every four to six weeks. This measured the effectiveness of the strategies given in each class and analyzed attendance data, behavior referrals, and 4 P Points. Students' level of achievement was also measured by analyzing student grades using student's GPA.

Before the beginning of the fall school year, both researchers gathered data about the specific students in their Advisory teams. They examined school records, parent letters and previous teacher information provided through questionnaires about students' transitions from one grade to the next. While Advisors looked at many pieces of data, they only gathered GPA., attendance, behavior referrals and 4-P Points. They then implemented strategies for getting to know and connect with each student during the first two weeks in Advisory. The goal was to build trust and develop a safe environment to talk openly. The researchers also gave students a multiple intelligence test and survey to measure their attitude towards school. The surveys were taken by students that measured attitudes regarding connectedness, sense of self, interpersonal

relationships and sense of belonging. The researcher's monthly units included topics about knowing oneself, knowing each other, knowing our school and knowing our community.

The researchers collected data during the first eighteen weeks of school to allow time to process the information and report their findings at the end. Units were divided into month long themes and included surveys to assess changes in personal attitudes toward school and their transition into LaMuth. Attendance records and office referrals were checked every nine weeks as well.

These assessments answered the questions:

1. What was the impact of Advisory on identifying transition issues as described by student surveys?
2. What was the effect of an improved Advisory on teacher attitudes measured by regularly scheduled surveys?

The key to success in improving this Advisory program was to have everyone participate to ensure the plan was effective. The people who were involved were: students, teachers, guidance counselors and administrators. Students were the main component of the Advisory program. Students were asked to come to Advisory prepared and ready to participate in discussions and class activities. Advisory provided each student with individual attention by the teacher, development of respectful and meaningful relationships with other students and adults, and provided the student the opportunity to "belong" (Anfara, 2006). Teachers were also an important element of the Advisory Program. Teachers were asked to use scripted lesson plans to run each Advisory meeting. These lesson plans ensured consistency within each Advisory throughout the team and guaranteed each lesson was taught in a pre-determined sequence. Teachers received several professional development sessions throughout the program. Guidance counselors and administrators were the final piece of the project. The Advisory program used

the guidance counselors and administrators support to encourage and evaluate teachers and students who were involved in the program. One of the main goals within Advisory was to care for student's social and emotional needs. If the teacher at anytime throughout the program noticed a student that needed extra guidance, the teacher used the guidance department as a resource. The most important job of the administrator was to make sure everyone was participating and following the program to ensure consistency.

This project was important to all those within LaMuth Middle School concerned with implementing an effective Advisory program. Teachers valued the structured, purposeful use of time and opportunity to create relationships with a selected number of students. These students valued having an advisor that truly knew them and their needs. Positive changes in attitudes towards school, better attendance and fewer behavior referrals, as well as greater academic achievement were outcomes of this project.

Chapter 2

LITERATURE REVIEW

Middle School Philosophy and Reform in Regards to Advisory

A child entering the middle grades is often diverse in regards to the amount of care they might require throughout his or her transitioning years. Middle school was created in order to bridge a gap between the interpersonal connections that are made in elementary school and the academic specialization of subjects in high school (Galassi, Gullledge and Cox, 1998). Included in a Middle School Philosophy is the understanding that there are different strategies to motivate, guide and educate students. One such technique is using an Advisory program within the school day to help these students as they grow within the middle school environment. Advisory programs have been characterized as the cornerstone of middle school philosophy and have often been successful (Christie, Martin & Morote, 2005). In order for this type of program to be successful, all middle level programs and schools need to have carefully planned out Advisory programs. In fact, a greater percentage of Highly Successful Middle Schools (HSMS) had advisory programs (65%) than schools from a random study (53%) that did not. HSMS were also able to allocate more time per advisory meeting than schools in the random study (McEwin & Greene, 2010). What makes these Advisory programs effective is addressing not only the academic needs of the students, but also the physical, social, and emotional needs as well (Cook, 2009). The affective needs are met by having adult advocates watch over and care for every student within their advisory group (Moody, 2010). By helping students with their academics and social–emotional needs, advisory programs can help the middle school student have an easier time during this difficult period of adolescence.

Transitioning

The middle grade years can be a difficult time for young adolescents. Fresh from the nurturing elementary environment, students often find themselves navigating new relationships and trying to make sense of the changing school norms associated with middle grade schools (Audra, 2010). Ultimately, students who experience difficult middle grade transitions are susceptible to negative school outcomes including a decrease in motivation and academic achievement, an increase in school dropout rates, poor school performance, and an increase in psychological distress regardless of gender (Audra, 2010). In order to lessen these problems, interpersonal relationships need to be made and students need to feel a sense of community within their schools. By developing an effective advisory program, every student is linked with a teacher / advisor who can help him or her with difficult transitions (Midgely, 1998). Middle schools that have and use advisory classes to promote positive experiences for students in transition will make those interpersonal relationships needed to improve overall school success (Akos, 2006). Students' individual needs connected to school work have been the current evolution of Advisory programs (Foote, 2007). These programs help students feel like they are cared for and have someone they can go to if they have a problem will undoubtedly be an effective strategy a school can use to help students transition into the middle school environment.

Teaming

The implementation of teaming is valuable within a middle school when used to promote positive relationships between students and teachers. True teaming includes small groups of teachers from multiple disciplines and heterogeneous groups of students, each of which share the same core teachers (Ellerbrock & Kiefer, 2010). Effective teaming can bring many positive qualities to a school including collaboration, teamwork, and ongoing communication with the

teachers in these interdisciplinary groups (Flowers, Mertens & Mulhall, 2000). As mentioned above, one main goal of teaming is to increase communication between teachers. A daily common planning period provided to all teachers serving on teams is essential within the organization of all schools that include young adolescents (McEwin & Greene, 2010). Teaming schools not only have higher teacher job satisfaction, a more positive work climate and more frequent contacts with parents, but also have higher student achievement scores (Flowers, Mertens & Mulhall, 1999). According to Foote (2007), “a successful middle school must promote positive human development and academic growth for students simultaneously” (p. 16). If schools can successfully implement teaming in a way that allows for positive personal growth as well as academic achievement, schools will make significant gains each year. The same can be said when using an effective Advisory program while in interdisciplinary teams. Advisory programs can vary broadly from school to school, however the teacher-advisor relationship is still a source of support no matter how the program has been implemented (Foote, 2007). However, with the use of teaming, teachers can better monitor the different advisory lessons and can create a very effective program that can help each student’s achievement and social emotional growth.

Middle School Advisory

Why Advisory?

Educating students in the 21st century has become increasingly difficult. Each child in today’s world has many responsibilities to uphold in school as well as within their homes and communities. Teachers and administrators have struggled to find ways to successfully engage students and improve grades and test scores. One reason for the struggles educators deal with is the lack of time within the school day to provide additional help and support to all students. A

way to help with this problem is by providing time within Advisory. Advisories provide support groups for students every school day. They are comprised usually of 10-12 students each, and are led by school staff members (MacLaury, 2003). The National Middle School Association (NMSA) and Buhl (2010) explain that “strong advisory programs include the promotion of school spirit, academic progress monitoring, study skills instruction, self-esteem activities, career education, intramurals, enrichment activities, and adolescent issues such as bullying and substance abuse” (p. 34). The primary goal of this kind of advisory program is to create tighter relationships between adults and students to foster a more supportive school climate overall (Jones, McClure, & Yonezawa, 2010). By providing an effective Advisory program, schools could help improve interpersonal relationships and work together to achieve student and school goals.

History of Advisory

Advisory programs evolved in order to connect the student’s needs with his or her personal goals. Advisory classes sought to help students adjust to school and to address their individual needs (Foote, 2007). According to Jones et al. (2010), “Advisory has been around since the mid-1980s as part of an early middle school reform movement which attempted to re-make junior high schools into a more successful transitional experience for students” (p. 4). Jones et al. (2010) goes on to add that, “Advisory programs since this time have had multiple names: homeroom, home base, teacher-counselor programs, mentoring, and teacher-based guidance” (p. 5). Advisories differ from counseling groups because they are not based around student problems, instead they allow the staff members who facilitate them the opportunity to better know students, to troubleshoot for them, and if necessary, to identify students who may need intensive one-to-one counseling (MacLaury, 2003). Advisory is not new in name, but the

approach used by schools to implement this program could be a new way to help students with their everyday needs.

Advantages

Advisory has many positive implications for using this type of program within a school schedule. Strong advisories address issues of community and promote open communication between all parties involved. Effective advisors know and care about their advisees. They are willing to closely supervise their advisee's academic progress and provide advice whenever needed (Shulkind & Foote, 2009). Christie, Martin & Morote (2005) found that "an advisory program allows for an adult to develop an individual relationship with small groups of students" (p. 2). An effective advisory program can address academic and social needs of children through both structured and unstructured activities. According to Buhl (2010) school advisory programs, when implemented correctly, "have improved student achievement, strengthened the relationship between teachers and students, improved student attitudes towards school, and eased the transition of middle school students to high school" (p. 228). When looking at data that has been collected, advisories were successful in offering young people support as well as enhancing their awareness of their own school behavior (MacLaury, 2003). Overall, published research on advisory is generally optimistic and indicates that the program leads to positive outcomes – such as increased attendance – that correlate with improved academic outcomes (Makkonen, 2004). With an emphasis on a student's social-emotional needs, school districts can attain many positive results with using effective advisory programs.

Challenges

While Advisories have many positive attributes, there are also challenges when implementing a large program like Advisory into a school. Anfara (2006) explains that "while

current research provides positive results of advisory programs, advisory remains one of the most difficult components to put into practice” (p.56). Anfara (2006) goes on to add that “there are many advisory programs that do not function in the way they were initially intended and have simply taken the place of homeroom” (p.56). The advisory program should not become a burden to teachers and looked at as an additional class preparation. If this happens teachers could become unprepared, uncertain of the purpose of advisory and resentful of the program (Moody, 2010). Few quantitative, systemic studies have been conducted therefore making it difficult to find comprehensive data on its outcomes (Makkonen, 2004). Foote (2007) found that “one of the major challenges for schools that had started advisory programs arose in developing an agreement on the goals of the advisory program during the initiation period” (p. 44). Advisory is only part of a whole program or strategy used for supporting students and fostering personalization within a school and many people have opinions on what is best (Makkonen, 2004). In spite of these problems, schools are able to usually get advisory programs started; however, knowing the best way to begin without a lot of research leaves educators at a loss.

Structure

Structures and procedures of advisory programs may vary, but outcomes are what matter. Advisories are school dependent and have a number of possible structures (Moody, 2003). Diversity in advisory programs exist in what time of day it is scheduled, how often it is scheduled per week, how long it meets, how many students per advisory, whether it is multi-grade or single grade and what is done during advisory. According to Anfara (2006):

Advisory programs vary in their organization in relation to characteristics like the amount of time allotted and the grouping of students (multi-grade versus one grade), but these structural differences are not what is truly important. What matters are the communication, community, and caring relationships that develop as a result of effective advisory programs. (p. 55)

A typology was developed in order to differentiate the various types of advisory programs that exist. This typology includes six types of programs: advocacy, community, skills, invigoration, academic, and administrative. Of the six types, four involve affective needs, and include advocacy, community, skills, and invigoration (Anfara, Galassi, Gullledge, and Cox, 1997a). Two program types, skills and academics, address cognitive needs. The administrative type addresses “housekeeping” issues such as attendance, general school business, daily announcements, as well as other day to day matters (Anfara, 2006). Schools should develop a program that meets the needs of the students within the constraints of the schedule.

Professional Development

A key component to any new program is preliminary and continuing professional development. This is necessary to implement an effective middle school advisory program as well. School stakeholders involved in starting an advisory program that has a high chance for survival and success should...provide for initial and ongoing staff development (Anfara, 2006). In addition, “Many proponents of advisories believe that staff development is necessary to provide teachers with the facilitation skills needed to maximize advisories' supportive potential” (MacLaury, 2003, p. 2). Teacher buy-in is imperative to success and can be gained by carefully planned teacher meetings. According to Anfara (2001), “The design of advisor/advisee programs need...teachers/advisors trained and committed to teaching young adolescents, as well as relevant, ongoing professional development opportunities are paramount for ongoing success” (p. 18). Professional development should include an initial and early meeting in order to lessen anxieties over unknown responsibilities. Adequate teacher preparation is imperative for the design and development of the program (Doda, 2009). Teachers will feel more comfortable knowing there is continued support. Ongoing professional development should also be provided

to all teacher advisors and other professional personnel regarding effective advisory programs (McEwin & Greene, 2010). Confident advisors are an integral part of an effective advisory program.

Academic Effect

In this era of high stakes testing, academic achievement often takes precedence over developmental issues. Developers of advisory programs may find it necessary to defend the use of time for advisory. A carefully planned and executed advisory is linked to positive academic outcomes.

Martin Luther King, Jr. once said the goal of education is intelligence and character. Middle school teachers should recognize the unique developmental stages of their students, contribute to their advancement, and assist students in becoming good citizens. According to McCaffrey (2008):

Education is not just about reading, writing and arithmetic; it is also about life, citizenship, and the values associated with being a good person. When a school assists youth in these areas, not only do the individuals' worlds begin to change, but also the world around them. (p.22)

A well-constructed advisory program offers the opportunity to promote a well-rounded student. As stated by McCaffrey (2008) "Learning extends beyond the traditional classroom to the 'life experiences' of learners" (p. 22). Through advisory, students are offered a chance to share life experiences and learn skills to enhance a sense of self, improve relationships and engage in community projects. This will in turn improve academic performance. According to McCaffrey (2008):

To improve performance across the academic curriculum, we need to protect and extend opportunities for children to engage the world emotionally, aesthetically, and morally, in the hope that they come to understand much better than themselves, their fellow human beings, and that greater whole of which we are all part. (p. 22)

Effective advisory programs strive to increase connectivity between students and advisors, students and peers, and students and school in order to support the needs of the students and achieve academic advancements. As stated by Jones, McClure & Yonezawa (2010), “Increased school connectedness is also related to educational motivation, classroom engagement and better attendance; all of which are linked to higher academic achievement” (p. 3). Makkonen (2004) adds that “healthy relationships between teachers and students may facilitate academic achievement (para. 6). Furthermore, Spear (2005) says that “academic success and personal growth increase markedly when young adolescents’ affective needs are met (p. 16).

A caring advisor can be a crucial component in a child’s life. According to Christie, Martin and Morote (2005), “A significant adult who provides support and direction during difficult times is an important factor in helping student’s avoid academic failure and a variety of other problems” (p. 1). Shulkind (2009) also stated that, “strong advisors closely supervise their advisees’ academic progress and students in advisories with high levels of connectedness were more likely to perceive links between academic performance and advisory” (p. 24).

If academic achievement is the primary goal of education, then advisory must be considered an important element of the process. In order for students to have high achievement, they need to feel connected to the school. This connection can be done through an Advisory program (Doda, 2009).

Social / Emotional Needs of Middle School Students

Connectedness

Connectedness is a powerful component of a successful school climate. According to Skulkind (2009), “Connectedness is a characteristic of school cultures in which students have

meaningful relationships with adults within the school, are engaged in the school, and feel a sense of belonging to the school” (p. 20). A positive atmosphere is attractive and according to Ellerbrock & Kiefer (2010), “while young adolescents strive to develop closer relationships with peers and adults outside the home, many do not consider school to be a pleasant, inviting place where they feel a sense of connection” (p. 5). It is, therefore, important to develop a positive school environment. Ellerbrock & Kiefer (2010) go on to add “Young adolescents thrive in healthy, developmentally responsive school environments that support their social and emotional needs” (p. 51).

Good advisory programs promote connectedness. A successful school advisory program has a fundamental basis in order to personalize the learning environment by providing opportunities for students to build positive relationships with their teachers and peers (National Association of Secondary School Principals, 2006). Furthermore, there is evidence that shows advisory programs help students grow emotionally and socially, this is contributed to a positive school climate. It can also help students learn about school and how to get along with their classmates as well as enhance teacher-student relationships (Anfara, 2006). One way to maintain social relationships is through teacher-based advisory programs because such classes give students connections to their school and the opportunity to develop positive social relationships with peers and adults (Doda, 2009). Positive relationships between advisees and their advisors are very important to a student’s development.

An advisory program that supports connectedness between advisors and advisees, students and their peers, and students and their school community has a positive effect on attendance rate. According to Makkonen (2004) “Generally, studies have shown that students who don’t feel an attachment to school staff are likely to have poorer attendance and to drop out

more than students who feel that they are part of a supportive school environment” (para. 6).

Teachers know that students with high attendance rates generally realize success more than those who are frequently absent. Makkonen (2004) goes on to add:

Regarding attendance rates, a study by Simpson and Boriack (1994) looked at a Texas middle school program specifically geared to reduce absenteeism among a group of 70 chronically delinquent students. The researchers found that by reaching out to parents and working closely with students in a daily advisory period, the school was able to generate ‘immediate and very gratifying’ results. Average daily attendance among the students skyrocketed from 76 percent in the first 12 weeks to 95 percent for the next 24. (p. 2, para. 2)

Attendance has been linked to learning outcomes usually in negative terms. A lack of attendance equals poor achievement. However, there is also evidence of a positive relationship between increased attendance and learning outcomes. Makkonen (2004) concluded that “there was a significant relationship between attendance and academic achievement in fourth, sixth, ninth, and twelfth grades on Ohio Achievement Tests” (p. 2) This evidence links an advisory program, one that supports the social-emotional well being of its students, to increased attendance and to positive learning outcomes.

Connectedness to peers, teachers and school leads to connectedness with the topics taught. According to Jones, McClure & Yonezawa (2010) “A key component of improving schooling environments has been improving personalization, that is, tightening connections between students and their learning environments (e.g. teachers, other adults, student peers, curriculum, overall school culture)” (p. 3). Marzano (2011) goes on to add that “positive relationships between teachers and students are among the most commonly cited variables associated with effective instruction” (p. 82). If schools want to improve their overall climate, these relationships need to be cultivated. Moody (2010) also believes that “Vincent Anfara and Kathleen Brown and Kathleen Rooney completed studies that found that until students have a

relationship with their teacher and with each other, they will not connect with the topic being taught” (p. 11).

Know yourself

A sense of self can be based on our family, friends, beliefs, abilities and occupations. Young adolescents are developing a more complicated sense of self as they enter new relationships and roles in their school and community. Young children begin to see themselves as unique individuals early in their development. With growth and maturity, a child’s self-concept gradually increases in complexity until, eventually, they begin to organize perceptions of their abilities (Audra, 2010). Advisory is a means to help students discover and develop positive self-perception.

Educators have the responsibility to encourage a positive self-image within their students. In the past, the whole student has been emphasized when working on character or moral education. This type of education would deal with the physical, moral, spiritual and cultural aspects of a human life (McCaffrey, 2008). However, in order for teachers to be able to positively impact each student’s sense of self, they must first provide an environment that supports social and emotional support (Whisler, 1991). This can be achieved through carefully planned activities in an advisory program that develops positive images of self as the students relate to others and their school. It is also important to work on interpersonal relationships and improve a sense of school belonging (Midgely, 1998).

Know each other

Educators can promote connectedness by offering opportunities for students to get to know their teachers and peers. It is necessary to help them develop the skills to interact effectively and positively. According to Ellerbrock & Kiefer (2010), “A healthy peer world

reinforces positive attributes, such as sincerity and responsibility, and tends to minimize such unfavorable behaviors as being domineering and disingenuous” (p. 49). An advisory in itself is a small community and it’s here that middle school students can learn how to interact.

Communicating and listening are skills that can be fostered in advisory through group dynamics and discovery activities. Many strong advisory programs address issues in their community, these advisories have high levels of connectedness that actively work on creating a healthy community by addressing the way students relate to one another (Shulkind, 2009). Advisory programs offer the time and place to work on affective learning such as self-esteem, interpersonal skills, and community awareness.

Know our school and community

Socialization training within advisory can be expanded and applied to teams, grade level, school and community. Schools can provide student led clubs, pep rallies and advisory programs to help adolescents experience opportunities to feel freedom and independence with their classmates (Buhl, 2010). Student-led activities that focus on the greater good give students a sense of belonging and purpose. Early theorists, Dewey and Piaget, stress learning as an interaction with the environment. Adolescents strive for independence by becoming actively involved in peer group projects and to be recognized by the community. This is seen in youth sports, clubs and organizations. Advisory offers the opportunity to organize and plan school and community service events.

The research clearly supports the addition of an advisory program within a middle school. Young adolescents need the support that this program can offer including social-emotional development, academic achievement and physical well being. Fostering connectedness between students, teachers, school and community leads to positive results. According to Jones, McClure

& Yonezawa (2010) “Personalization involves the development of a school climate and organization that produces strong, personal support for each student and a feeling on the part of the student that the adults in the schools believe that the student can and will succeed” (p. 4). An effective advisory program is carefully planned and includes professional development for advisory teachers. McEwin & Greene (2010) also stated that “carefully planned student advisory programs should be a high priority component of all middle level programs and schools” (p. 56). By taking the school and local community into consideration, students can be well rounded in their advisory programs and can gain a sense of pride in themselves and their environment.

Chapter 3

METHODOLOGY

Purpose

The purpose of this action research project was to restructure and implement an advisory program in LaMuth Middle School involving one third of the sixth and seventh grade population as participants. A half of students includes a sixth and seventh grade set of teams. The sixth grade team is referred to as 6G and the seventh grade team as 7G. The participating teachers are referred to as advisors and participating students as advisees. The control groups consisted of one seventh grade team not participating in the program and one sixth grade team not participating in the program. They are referred to as 7W and 6W respectively.

The amalgamated research question is:

What is the effect of an improved Advisory Program on teacher attitudes, student attitudes, academic achievement and student behavior as measured by regularly scheduled surveys, grades, attendance data, behavior referrals and 4-P Points (Prompt, Prepared, Polite and Productive)?

Methodology

Prior to the 2011-2012 school year, a survey was given to the advisors to determine current attitudes towards the existing advisory program. The survey was created by the researchers guided by a survey by Rottier, Woulf, Bonettie and Meyer "...developed to represent expectations of high-performing advisory programs and high-performing teams respectively." (p. 29, 2009). Participants used a forced-rating 4-point Likert Scale, one that does not allow for a neutral answer, to express their level of satisfaction with the existing advisory program. Surveys include statements regarding the goals of an effective advisory program. They include the programs purpose, objectives, structure and support, its focus on building interpersonal

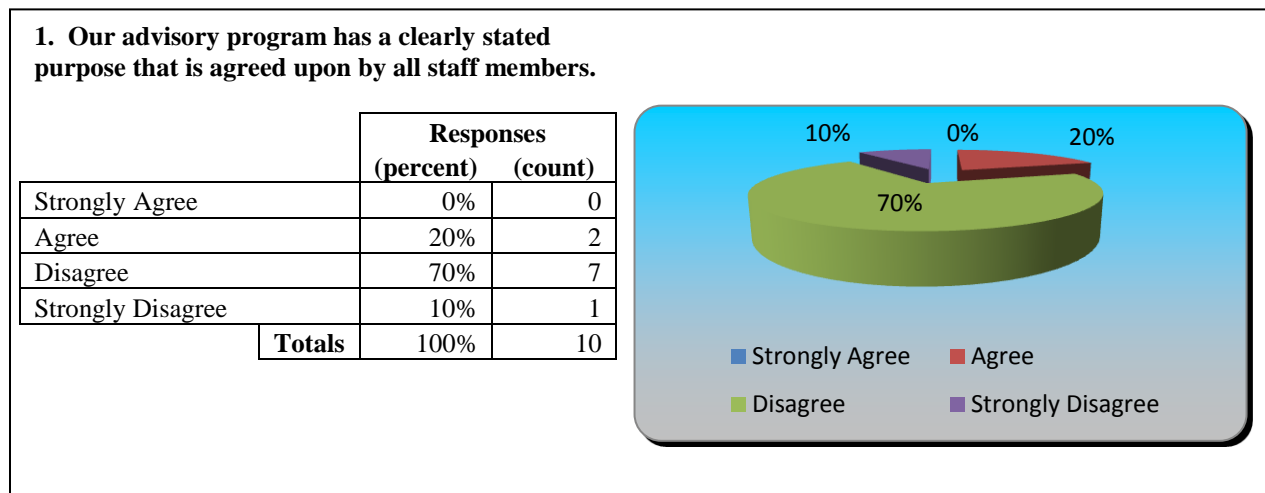
relationships between advisors and advisees, the program's efforts to guide the social and emotional development of advisees, develop a sense of community and support academic achievement. This survey is illustrated in Figure 3.1.

Figure 3.1- Teacher Survey

Teacher Survey	
1- Strongly Agree	2 – Agree
3 – Disagree	4- Strongly Agree
<p>Please use the scale to communicate your opinions of the following statements:</p> <p>PURPOSE, OBJECTIVES, STRUCTURE AND SUPPORT</p> <ul style="list-style-type: none"> — Our advisory program has a clearly stated purpose that is agreed upon by all staff members. — Objectives within advisory are reviewed and reaffirmed regularly. — Objectives of the program include a balance between the academic and social-emotional. — School administration supports the advisory program. — All staff members share responsibility for the advisory program. — Faculty members interact regularly to discuss the advisory activities. — Faculty members are provided time to meet and plan the activities of the advisory program. — Faculty members are provided with information that helps them interact with students on difficult, sensitive social or emotional issues. — Faculty members keep in contact with parents and custodial adults. — Parents understand the advisory program. — Descriptive information about the program is provided to parents. <p>If your response to any items in this section was a 1-Strongly Disagree, please offer details here</p> <hr/> <hr/>	
<p>TO IMPROVE INTERPERSONAL RELATIONSHIPS AMONG ADVISORS AND ADVISEES</p> <ul style="list-style-type: none"> — The advisory program helps students to develop interpersonal relationship skills. — The advisory program gives students the opportunity to form a positive relationship with at least one adult. — My advisees know I care about them. <p>If your response to any items in this section was a 1-Strongly Disagree, please offer details here</p> <hr/> <hr/>	
<p>TO OFFER SOCIAL AND EMOTIONAL DEVELOPMENTAL GUIDANCE</p> <ul style="list-style-type: none"> — The advisory program helps students understand themselves. — The advisory program helps students to get to know each other. — The advisory program helps to identify pro-social and antisocial behaviors. — The advisory program gives students an opportunity to identify personal goals. — The advisory program helps students develop self-evaluation skills. — The advisory program helps students learn skills needed to function effectively in groups. — The advisory program places emphasis on developing respect for others. — The advisory program helps students deal with peer pressure. — The advisory program assists students in the development of individual decision making. — The advisory program helps students develop good work ethics (prompt, prepared, polite and productive). — The advisory program assists students transitioning in and out of middle school. <p>If your response to any items in this section was a 1-Strongly Disagree, please offer details here</p> <hr/> <hr/>	
<p>TO DEVELOP A SENSE OF COMMUNITY</p> <ul style="list-style-type: none"> — The advisory program promotes school spirit. — The advisory program helps students develop a sense of belonging. — The advisory program provides opportunities for students to participate in community service activities. <p>If your response to any items in this section was a 1-Strongly Disagree, please offer details here</p> <hr/> <hr/>	
<p>TO SUPPORT ACADEMIC ACHIEVEMENT</p> <ul style="list-style-type: none"> — The advisory program helps students to monitor their academic progress. — The advisory program provides students with opportunities to discuss concerns related to the academic program. — The advisory program addresses good study techniques. — The advisory program helps students to acquire organizational skills. <p>If your response to any items in this section was a 1-Strongly Disagree, please offer details here</p> <hr/> <hr/>	

Advisors were given additional surveys at the end of the eighteen week program to assess changes in teacher attitudes towards advisory. The advisors completed a paper copy of each survey then recorded choices via Turning Point Response Systems. Students use infrared clickers to register their choices electronically. The system software offers analytical tools such as reports, graphs and statistical data.

Figure 3.2- Sample Graphical Results by Question of Initial Teacher Survey



Current seventh grade students were given a similar survey at the beginning of the 2011-2012 school year. The purpose of this survey was to measure attitudes toward the advisory program they experienced during sixth grade. These students became seventh grade participants in the study. They were given three additional surveys throughout the research period to assess changes in student attitudes toward advisory. The survey is similar to the teacher attitude survey. It uses a Likert scale, but is constructed in student friendly terms. The students were given paper surveys and also recorded choices via Turning Point Response Systems during advisory. The systems allow for entering students with an ID to protect anonymity. This survey is illustrated in Figure 3.3.

Figure 3.3 Student Survey

1- Strongly Disagree	2 – Disagree	<u>Student Survey</u> 3 – Agree	4- Strongly Agree
Please use the scale to communicate your opinions of the following statements:			
PURPOSE, OBJECTIVES, STRUCTURE AND SUPPORT			
<ul style="list-style-type: none">— I understand the purpose of our advisory program.— I know what we are doing each advisory period.— Sometimes we work on school work and sometimes we work on personal and social goals.— Our principals are involved in advisory activities sometimes.— All teachers are involved in advisory activities.— My advisor keeps in contact with parents.— My parents understand the advisory program.			
If your response to any items in this section was a 1-Strongly Disagree, please tell why here			
<hr/> <hr/> <hr/>			
TO IMPROVE INTERPERSONAL RELATIONSHIPS AMONG ADVISORS AND ADVISEES			
<ul style="list-style-type: none">— I learn about relationships in advisory.— I know my advisor knows me well.— My advisor listens to me.— My advisor offers me help.— My advisor cares about me.			
If your response to any items in this section was a 1-Strongly Disagree, please tell why here			
<hr/> <hr/> <hr/>			
TO OFFER SOCIAL AND EMOTIONAL DEVELOPMENTAL GUIDANCE			
<ul style="list-style-type: none">— The advisory program helps me understand more about myself.— The advisory program helps us to get to know each other.— The advisory program helps us learn appropriate behaviors.— The advisory program helps us set personal goals.— The advisory program helps us keep track of our progress.— The advisory program helps us work well in groups.— The advisory program teaches us respect for others.— The advisory program helps us deal with peer pressure.— The advisory program helps us improve good work ethics (prompt, prepared, polite and productive)— The advisory program helps us feel comfortable coming in to and leaving our middle school.			
If your response to any items in this section was a 1-Strongly Disagree, please tell why here			
<hr/> <hr/> <hr/>			
TO DEVELOP A SENSE OF COMMUNITY			
<ul style="list-style-type: none">— The advisory program encourages school spirit.— The advisory program helps me feel like I belong here.— We participate in community service activities.			
If your response to any items in this section was a 1-Strongly Disagree, please tell why here			
<hr/> <hr/> <hr/>			
TO SUPPORT ACADEMIC ACHIEVEMENT			
<ul style="list-style-type: none">— We keep track of our grades in advisory.— I can talk to my advisor about my grades.— I can ask my advisor for help with my schoolwork.— We learn good study techniques.— We learn organizational skills.			
If your response to any items in this section was a 1-Strongly Disagree, please tell why here			
<hr/> <hr/> <hr/>			

Advisors gathered information about their advisees prior to the 2011-2012 school year. Individual students were assigned an ID number to protect anonymity while reporting data. The data included Grade Point Averages (GPA), attendance data, behavior referrals and Four P (4-P) point figures. 4-P points are a common, quantitative method for tracking student classroom behavior. Each student starts the quarter with 20 P points in each core class. Points are removed for not being prompt, prepared, polite and/or productive. The method structures and quantifies observations. These figures were averaged for each advisory class and for each of the study groups, 6G and 7G, as well as each of the control groups, 6W and 7W. They provide a baseline set of data to determine changes in mean grades, attendance, behavior and performance throughout the research period. Attendance and behavior referral data were collected and averaged four times throughout the study, at first interim, at first quarter, at second interim and again at second quarter. Grade Point Averages and P-Points were collected twice, once at each of the first two quarters end. The figures were analyzed for changes. Each phase includes assessments pertaining to the skills being developed. By collecting multiple forms of data, the researchers were better able to obtain accurate and reliable results and make conclusions about the efficacy of the program.

Figure 3.4 Sample Table of G.P.A, 4-P Points, Behavior Referrals and Attendance per advisory and Totals

<i>Advisory 6G</i>			1		2		3		4		
CLASS	earn	total	earn	total	earn	total	earn	Students	days		
A	3.40	4.00	15	15	30	30	585	30	20		
%		85.00		100.00		100.00					97.50
B	2.75	4.00	11	15	29	31	612	31	20		
%		68.75		73.33		93.55					98.71
C	3.20	4.00	12	15	28	29	567	29	20		
%		80.00		80.00		96.55					97.76
D	2.95	4.00	11	15	28	30	563	30	20		
%		73.75		73.33		93.33					93.83
E	3.10	4.00	10	15	28	29	561	29	20		
%		77.50		66.67		96.55					96.72
Overall		77		78.6667		95.997					96.90515

Advisory

1- Mean Grade Point Average

2- Mean 4-P Points

3- Total Number of Students Not Receiving Behavior Referrals

4- Total Number of Students Not Absent

The advisory program involves a series of seamless steps. The first step was for advisors and advisees to become acquainted and begin building relationships. Prior to meeting the students, each advisor solicited parent involvement by sending an introduction letter to each family within their advisory group. The letter explained the structure and purpose of the advisory program and contact information for their child's advisor. Parents were asked to reply with "a million words or less" about their child. The researchers wanted to make a connection between the advisors and parents as early as possible as this is an integral part of an effective advisory program. The information gathered was simply what the parents chose to share. It was a means to introduce advisors, advisees and parents. The results were analyzed during the "Human Bar Graph" activity and through student surveys. Advisors then reviewed student files to gain important information about personal, social, emotional and academic issues during teacher team time. During the first two weeks of school, advisors and their advisees took part in a variety of introductory activities to get acquainted with each member of the advisory class and make them feel more comfortable within the classroom. Figure 3.5 illustrates the Advisory program during this introductory phase for both the sixth grade and seventh grade. Goal setting and assessments of learning styles also happened during these first two weeks of school. Multiple Intelligence Inventories are commonly given during this time of year to be shared by teachers for differentiated instruction planning. It is an academic component required by teams. This period involved gathering baseline data creating connections among advisors, parents and students. The "Human Bar Graph" formatively assessed the comfort level students feel within their advisory class.

Figure 3.5 Phase One- Getting Acquainted

Month of August- Grade 6	Month of August- Grade 7
Aug 24- First day- Proudly Presenting...	Aug 24- Student Survey, First day- Have you ever?...
Aug 25- MI Learning Style Inventory	Aug 25- MI Learning Style Inventory
Aug 26- Collect paperwork, Organization	Aug 26- Collect paperwork, Study Skills
Aug 29- Designing a Coat of Arms	Aug 29- Designing a Coat of Arms
Aug 30- Finish coat of arms	Aug 30- Finish coat of arms
Aug 31- Goals! (basketball), Human Bar Graph (assessment)	Aug 31- Goals! (football), Human Bar Graph (assessment)
August Summary of Time Use Academic- 1.5 day Social-Emotional- 4 days Housekeeping- .5 day	August Summary of Time Use Academic- 1.5 day Social-Emotional- 4 days Housekeeping- .5 day

The schedules for each ensuing month show the days that the school was in session and include the activities for a particular day's 30-minute advisory period. Each Tuesday is set aside for the district-wide Olweus Antibullying program already in practice. It offers students the skills to witness, recognize and report bullying. Each Wednesday is reserved for academic interventions, such as peer tutoring, organization, binder and planner checks. Team teachers will discuss specific academic needs and that were implemented on Wednesdays. Every Thursday is deemed DEAR day. DEAR is an acronym for Drop Everything And Read, a silent reading period. Advisors met with advisees individually as a "check in" on Thursdays. Mondays and Fridays were planned with activities to enhance social and emotional development and develop a sense of community.

Know Yourself

The next step in the program was to implement activities for building a sense of self and to improve self-esteem. These activities are illustrated in Figure 3.6. At the end of this month, surveys were submitted by advisees to measure changes in attitudes toward advisory and phase assessments were administered. A phase assessment is both a summative and a formative

assessment to assess the effectiveness of the activities and guide the learning in the future segments of each theme. For example, at the end of this first phase, getting to know yourself, is a quiz called “How Much Do You Know About Self-Esteem?”. These results were used to guide the instruction of the second segment later in the year. Advisory is segmented into semesters that continue each phase, know yourself, know each other and know the school and community. The phase assessments guide the learning for the second semester. Attendance and behavior referral data were collected during this month.

Figure 3.6 Phase Two- Know Yourself

Month of September- Grade 6	Month of September- Grade 7
Sept 1- DEAR and Advisor/Advisee conferences	Sept 1- DEAR and Advisor/Advisee conferences
Sept 2- Who am I?	Sept 2- Am I Someone Who?
Sept 6- Olweus Anti-bullying	Sept 6- Olweus Anti-bullying
Sept 7- Peer tutoring/planner check/	Sept 7- Peer tutoring/planner check/
Sept 8- DEAR and Advisor/Advisee conferences	Sept 8- DEAR and Advisor/Advisee conferences
Sept 9- For me?	Sept 9- Finish Am I Someone Who?
Sept 12- This Is Me	Sept 12- Myself, and Me Alone
Sept 13- Olweus Anti-bullying	Sept 13- Olweus Anti-bullying
Sept 14- Peer tutoring/planner check/grades check	Sept 14- Peer tutoring/planner check/grades check
Sept 15- DEAR and Advisor/Advisee conferences	Sept 15- DEAR and Advisor/Advisee conferences
Sept 16- The Me I Want To Be?	Sept 16- Times I’ve Deserved A Pat On The Back
Sept 19-Graffiti Mural/Peer Pressure	Sept 19-Consider The Issues/Peer Pressure
Sept 20- Olweus Anti-bullying	Sept 20- Olweus Anti-bullying
Sept 21- Peer tutoring/planner check/	Sept 21- Peer tutoring/planner check/
Sept 22- DEAR and Advisor/Advisee conferences	Sept 22- DEAR and Advisor/Advisee conferences
Sept 26- Revisit The Me I Want To Be?	Sept 26- One Thing I Like About Myself
Sept 27- Olweus Anti-bullying	Sept 27- Olweus Anti-bullying
Sept 28- Peer tutoring/planner check/	Sept 28- Peer tutoring/planner check/
Sept 29- DEAR and Advisor/Advisee conferences	Sept 29- DEAR and Advisor/Advisee conferences
Sept 30- How Much Do You Know About Self-Esteem? (assessment), Namecrostic	Sept 30- How Much Do You Know About Self-Esteem? (assessment), Namecrostic
September Summary of Time Use Academic- 4.5 days Social-Emotional- 13.5 days Housekeeping- 2 days	September Summary of Time Use Academic- 4.5 days Social-Emotional- 13.5 days Housekeeping- 2 days

Know Each Other

The advisory program seamlessly transitioned from activities focused on self to activities focused on building relationships and communication skills. These activities are included in the Figure 3.7. In addition to the phase assessments, periodic surveys, grades, attendance data, office referrals and 4-P points were gathered during this step as the first quarter ended.

Figure 3.7- Phase Three-Know Each Other

Month of October- Grade 6	Month of October- Grade 7
Oct 3- Tips For Better Listening	Oct 3- Do You See What I'm Saying?
Oct 4- Olweus Anti-bullying	Oct 4- Olweus Anti-bullying
Oct 5- Peer tutoring/planner check/	Oct 5- Peer tutoring/planner check/
Oct 6- DEAR and Advisor/Advisee conferences	Oct 6- DEAR and Advisor/Advisee conferences
Oct 7- Did You Get All Of That?	Oct 7- Communication of Feeling Through Body Language
Oct 10- I Heard It Through The Grapevine	Oct 10- Tic Tac Toe
Oct 11- Olweus Anti-bullying	Oct 11- Olweus Anti-bullying
Oct 12- Peer tutoring/planner check/	Oct 12- Peer tutoring/planner check/
Oct 17- Active Listening	Oct 17- Line Up
Oct 18- Olweus Anti-bullying	Oct 18- Olweus Anti-bullying
Oct 19- Peer tutoring/planner check/	Oct 19- Peer tutoring/planner check/
Oct 20- DEAR and Advisor/Advisee conferences	Oct 20- DEAR and Advisor/Advisee conferences
Oct 21- Belonging	Oct 21- Decision Makers
Oct 24- A Friend Is...	Oct 24- Traditions
Oct 25- Olweus Anti-bullying	Oct 25- Olweus Anti-bullying
Oct 26- Peer tutoring/planner check/	Oct 26- Peer tutoring/planner check/
Oct 27- DEAR and Advisor/Advisee conferences	Oct 27- DEAR and Advisor/Advisee conferences
Oct 28- My Listening Skills (assessment) Friendship Checklist (assessment)	Oct 28- Assessing My Listening Skills (assessment) Group Dynamics (assessment)
Oct 31- Halloween Fun	Oct 31- Halloween Fun
<div>October Summary of Time Use</div> <div>Academic- 3.5 days</div> <div>Social-Emotional- 13.5 days</div> <div>Housekeeping- 2 days</div>	<div>October Summary of Time Use</div> <div>Academic- 3.5 days</div> <div>Social-Emotional- 13.5 days</div> <div>Housekeeping- 2 days</div>

Know Our School, Community and Global Society

The topic following relationships was school, community and global awareness. Activities focused on school pride and community service. These activities are included in Figure 3.8 and Figure 3.9. In addition to the phase assessments, attendance data and behavior referrals were collected.

Figure 3.8-Phase Four-Know Our School, Community and Global Society

Month of November - Grade 6	Month of November - Grade 7
Nov 1- Olweus Anti-bullying	Nov 1- Olweus Anti-bullying
Nov 2- Peer tutoring/planner check/	Nov 2- Peer tutoring/planner check/
Nov 3- DEAR and Advisor/Advisee conferences	Nov 3- DEAR and Advisor/Advisee conferences
Nov 4- What's Great About Our Advisory, Team?	Nov 4- What's Great About Our Advisory, Team, School?
Nov 7- What Could Be Improved In Our Advisory, Team?	Nov 7- What Could Be Improved In Our Advisory, Team, School?
Nov 9- Peer tutoring/planner check/	Nov 9- Peer tutoring/planner check/
Nov 10- DEAR and Advisor/Advisee conferences	Nov 10- DEAR and Advisor/Advisee conferences
Nov 11- Our Motto-Advisory/Team	Nov 11- Our Motto- Advisory/Team/School
Nov 14- Plan It- Advisory/Team Celebration	Nov 14- Plan It
Nov 15- Olweus Anti-bullying	Nov 15- Olweus Anti-bullying
Nov 16- Peer tutoring/planner check/	Nov 16- Peer tutoring/planner check/
Nov 17- DEAR and Advisor/Advisee conferences	Nov 17- DEAR and Advisor/Advisee conferences
Nov 18- Organize It- Advisory/Team Celebration	Nov 18- Organize It
Nov 21- Bring It Advisory/Team Celebration	Nov 21- Bring It Pep Rally
Nov 22- Olweus Anti-bullying	Nov 22- Olweus Anti-bullying
Nov 28- Celebration discussion/assessment	Nov 28- Pep Rally discussion/assessment
Nov 29- Olweus Anti-bullying	Nov 29- Olweus Anti-bullying
November Summary of Time Use	November Summary of Time Use
Academic- 3 days	Academic- 3 days
Social-Emotional- 12.5 days	Social-Emotional- 12.5 days
Housekeeping- 1.5 days	Housekeeping- 1.5 days

Figure 3.9- Phase Four Continued

Month of December- Grade 6	Month of December- Grade 7
Dec 1- DEAR and Advisor/Advisee conferences	Dec 1- DEAR and Advisor/Advisee conferences
Dec 5- Sharing Through Food Baskets	Dec 5- Sharing Through Food Baskets
Dec 6- Olweus Anti-bullying	Dec 6- Olweus Anti-bullying
Dec 7- Peer tutoring/planner check/	Dec 7- Peer tutoring/planner check/
Dec 8- DEAR and Advisor/Advisee conferences	Dec 8- DEAR and Advisor/Advisee conferences
Dec 9- Sharing Through Food Baskets	Dec 9- Sharing Through Food Baskets
Dec 12- Sharing Through Food Baskets	Dec 12- Sharing Through Food Baskets
Dec 13- Olweus Anti-bullying	Dec 13- Olweus Anti-bullying
Dec 14- Peer tutoring/planner check/	Dec 14- Peer tutoring/planner check/
Dec 15- DEAR and Advisor/Advisee conferences	Dec 15- DEAR and Advisor/Advisee conferences
Dec 16- Discuss/assess Sharing Through Food Baskets	Dec 16- Discuss/assess Sharing Through Food Baskets
December Summary of Time Use	December Summary of Time Use
Academic- 2.5 days	Academic- 2.5 days
Social-Emotional- 7.5 days	Social-Emotional- 7.5 days
Housekeeping- 1 days	Housekeeping- 1 days

The final phase of the eighteen week program was to transition from a highly social emotional advisory curriculum to a more academic focus. The activities are academic games that practice the unique traits, listening skills and group dynamics learned in previous phases. The social emotional phases are revisited in the second semester one day per week. These activities are included in Figure 4.0. Student surveys, grades, attendance data, behavior referrals and 4-P points were gathered during this step as the second quarter ended.

Figure 4.0 Phase Five - Transition

Month of January- Grade 6	Month of January- Grade 7
Jan 3- Olweus Anti-bullying	Jan 3- Olweus Anti-bullying
Jan 4- Peer tutoring/planner check/	Jan 4- Peer tutoring/planner check/
Jan 5- DEAR and Advisor/Advisee conferences	Jan 5- DEAR and Advisor/Advisee conferences
Jan 6- The Number Game	Jan 6- The Number Game
Jan 9- The Ah, Um Game	Jan 9- The Ah, Um Game
Jan 10- Olweus Anti-bullying	Jan 10- Olweus Anti-bullying
Jan 11- Peer tutoring/planner check/	Jan 11- Peer tutoring/planner check/
Jan 12- DEAR and Advisor/Advisee conferences	Jan 12- DEAR and Advisor/Advisee conferences
Jan 13- Sticky Note Gifts, Student Survey	Jan 13- Sticky Note Gifts, Student Survey
January Summary of Time Use	January Summary of Time Use
Academic- 2 days	Academic- 2 days
Social-Emotional- 6 days	Social-Emotional- 6 days
Housekeeping- 1 days	Housekeeping- 1 days

Summary

The initial phase of this first of two advisory semester segments included get acquainted activities. First, parents were asked to offer advisors insights on their child. This activity was helpful in making an early connection between advisor, parent and advisee. Next, advisory students participated in an activity to get acquainted with one another. Then, the Coat of Arms activity was completed to begin group adhesion. Finally, the Goals! activity was administered to enhance a sense of self and purpose. The outcome of these activities was measured directly by an assessment called the Human Bar Graph where students rated statements of satisfaction by a Likert scale and also by the subsequent student surveys. An indirect impact of the program on grades, attendance, behavior referrals and 4-P points was concluded by the analysis of such data.

The next phase of the advisory program focused on helping students develop a better sense of self. Self-recognition, self-identification and personal goal setting exercises were used,

over the 4-week period, to heighten self-awareness. The phase assessment, How Much Do You Know About Self-Esteem? measured the effectiveness of the activities. It was a True or False type test administered with the Turning Point Student Response System. Again, an indirect impact of the program on grades, attendance, behavior referrals and 4-P points was concluded by the analysis of such data. The survey was given to advisees to gauge changes in attitudes toward advisory.

Interpersonal relationships and group skills were explored in the next phase. Listening, communication, group dynamics and friendship were topics discussed and practiced in this 4-week period. The assessment came in two parts of similar form. “My Listening Skills” enabled students to evaluate their own listening skills through a checklist. Relationship skills were assessed by “Friendship” and “Group Dynamics” checklists. As was true with the other phases, indirect impact was analyzed by collecting grades, attendance, behavior referrals and 4-P points data. Also, the survey was given to advisees to gauge changes in attitudes toward advisory.

The fourth phase of each segment was to enhance a sense of community among students. First, students analyzed and evaluated their advisory class, team and then school. Students assessed what was working well and what could be improved. The next activity was to create a motto for advisory, for team and for the school. Mottos were created, shared and voted on. Students worked together in planning and implementing an advisory, team or school celebration. A thumbs up/thumbs down assessment was given to decide the satisfaction of working together on the celebration. The last part of this 6-week phase was focused on community service. The students were given choices of local charities to vote on. Each advisory class gathered items to be distributed to their chosen charity group in the community. Again, a thumbs up/thumbs down assessment was given to assess the direct impact of this activity.

The last phase of the eighteen week advisory program was a short two weeks long. It was designed to transition from the first semester's social emotional focused curriculum to the second semester's more academic focus. The activities include games, such as The Number Game, that are academically based but require students to recall each other's unique qualities, listening skills and group dynamics. The last measurement of indirect impact was assessed by gathering grades, 4-P points, attendance and referral data. A final survey, identical to the first, was administered to both advisors and advisees to assess overall satisfaction with the program.

Chapter 4

RESULTS AND ANALYSIS

In order to best measure the efficacy of the advisory program, multiple data sources were employed by the researchers. Surveys were given to offer direct evidence of changes in attitudes towards the advisory program by both students and teachers. Formative assessments were given to gauge learning within the phases of the program. Attendance, P-Point data, grade point averages and behavior referral data were collected to determine evidence of indirect impact of the advisory program. The triangulation of such data created stronger conclusions as to the value of the advisory program.

Surveys

Surveys were given to both students and teachers at various times throughout the eighteen week implementation period. The survey statements were designed to measure the attitudes of the advisory program participants as well as those of a sixth grade control group, a seventh grade control group and their advisors. Each statement is a criterion for an effective advisory program according to the background research. The survey was organized into five categories:

- purpose, objectives, structure and support
- to improve interpersonal relationships among advisors and advisees
- to offer social emotional developmental guidance
- to develop a sense of community
- to support academic achievement

The seventh grade experimental group, 7G, took the survey before starting the new advisory program in August, at the end of September, at the end of October and early in January. The sixth grade experimental group, 6G, did not take the survey in August as they had not experienced any advisory program in the prior year. This group took the survey at the end of September, at the end of October and early in January. The seventh grade control group, 7W, took the survey in August, at the end of September and early in January. The sixth grade control group, 6W, took the survey at the end of September and in early January. The October survey was primarily for formative purposes for the experimental group and was therefore not given to the control group. Both the sixth and seventh grade experimental group's advisory teachers and the sixth and seventh grade control group's advisory teachers took the survey in August, prior to implementation, and in early January, after implementation.

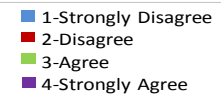
The choices for the responses were: strongly disagree, disagree, agree and strongly agree. The responses were tabulated and analyzed by statement and then by category. Figure 4.01 through 4.30 are the tables, charts and analyses of the thirty student survey statements. Figures 4.31 through 4.46 are the tables, charts and analyses of the thirty-two teacher survey statements. Figures 4.47 through 4.58 are the tables, charts and analyses of the results by category.

STUDENT SURVEY

Figure 4.01

1.) I understand the purpose of our advisory program.

Legend

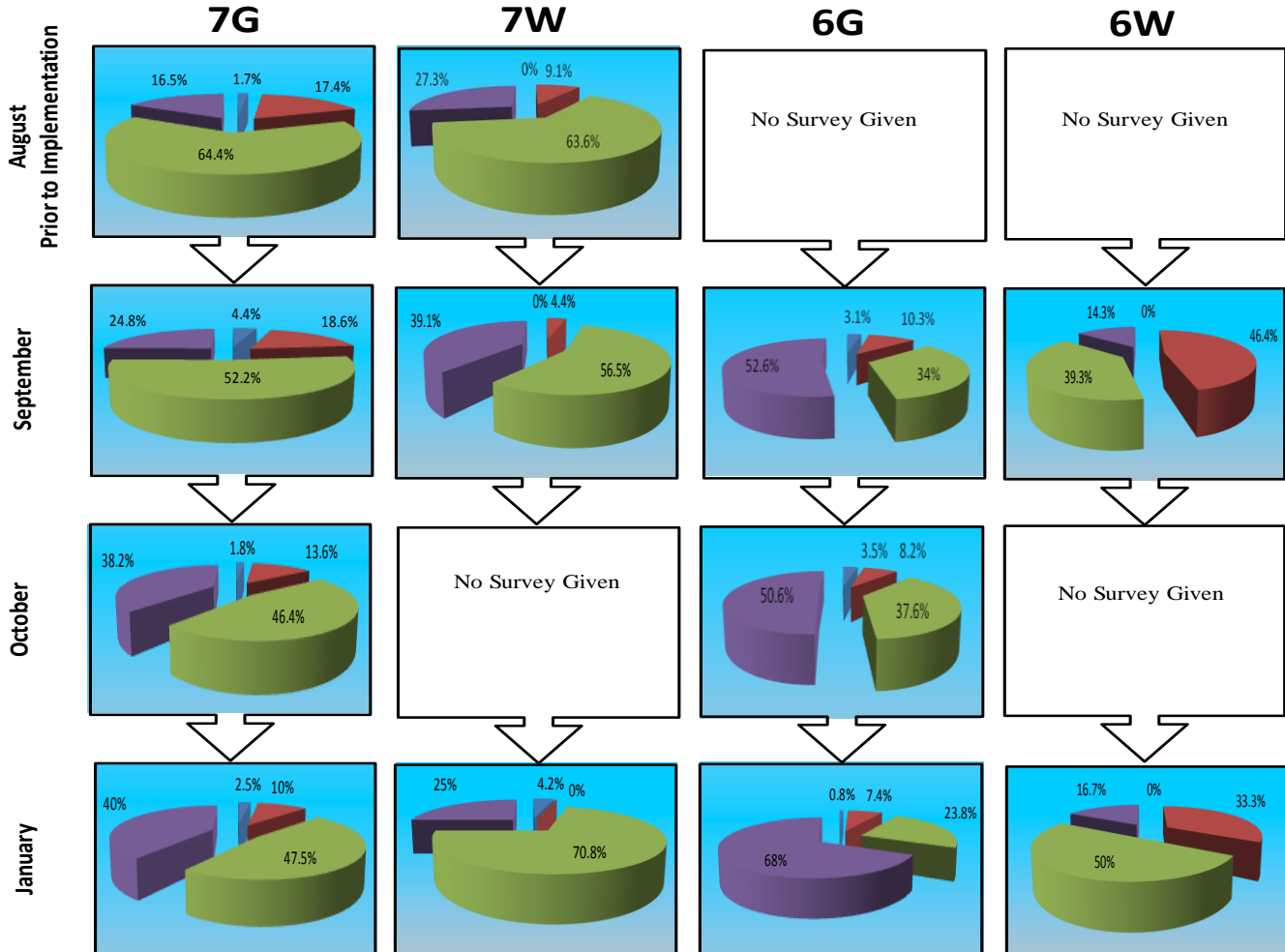


7G	August	September	October	January
1-Strongly Disagree	1.74%	4.42%	1.82%	2.50%
2-Disagree	17.39%	18.58%	13.64%	10%
3-Agree	64.35%	52.21%	46.36%	47.50%
4-Strongly Agree	16.52%	24.78%	38.18%	40%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		4.17%
2-Disagree	9.09%	4.35%		0%
3-Agree	63.64%	56.52%		70.83%
4-Strongly Agree	27.27%	39.13%		25%

6G	August	September	October	January
1-Strongly Disagree		3.09%	3.53%	0.82%
2-Disagree		10.31%	8.24%	7.38%
3-Agree		34.02%	37.65%	23.77%
4-Strongly Agree		52.58%	50.59%	68.03%

6W	August	September	October	January
1-Strongly Disagree		0%		0%
2-Disagree		46.43%		33.33%
3-Agree		39.29%		50%
4-Strongly Agree		14.29%		16.67%

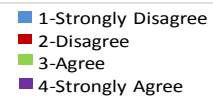


According to the data, 80.9% of the seventh graders who experienced advisory as sixth graders, understood the purpose of their advisory program the year prior. Once the new program was implemented, that percentage decreased to 77% six weeks into the new program. After ten weeks, 84.6% understood the purpose of the new advisory program and after eighteen weeks, that percentage increased to 87.5%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 86.6% said that they understood the programs purpose. After ten weeks, 88.2% understood and after eighteen weeks 91.8% understood the purpose of the new advisory program. In August, 90.9% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, understood the purpose of their advisory program the year prior. In September, 95.6% of those same students understood their existing advisory program and in January that percentage rose to 95.8%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 53.6% understood the purpose of their advisory program in September and 66.7% understood in January. The survey reports the Strongly Agree response grew by 141.3% for the seventh grade experimental group and 29% for the sixth grade experimental group. The same response decreased by 9% for the seventh grade control group and increased by 18% for the sixth grade control group.

Figure 4.02

2.) I know what we are doing each advisory period.

Legend

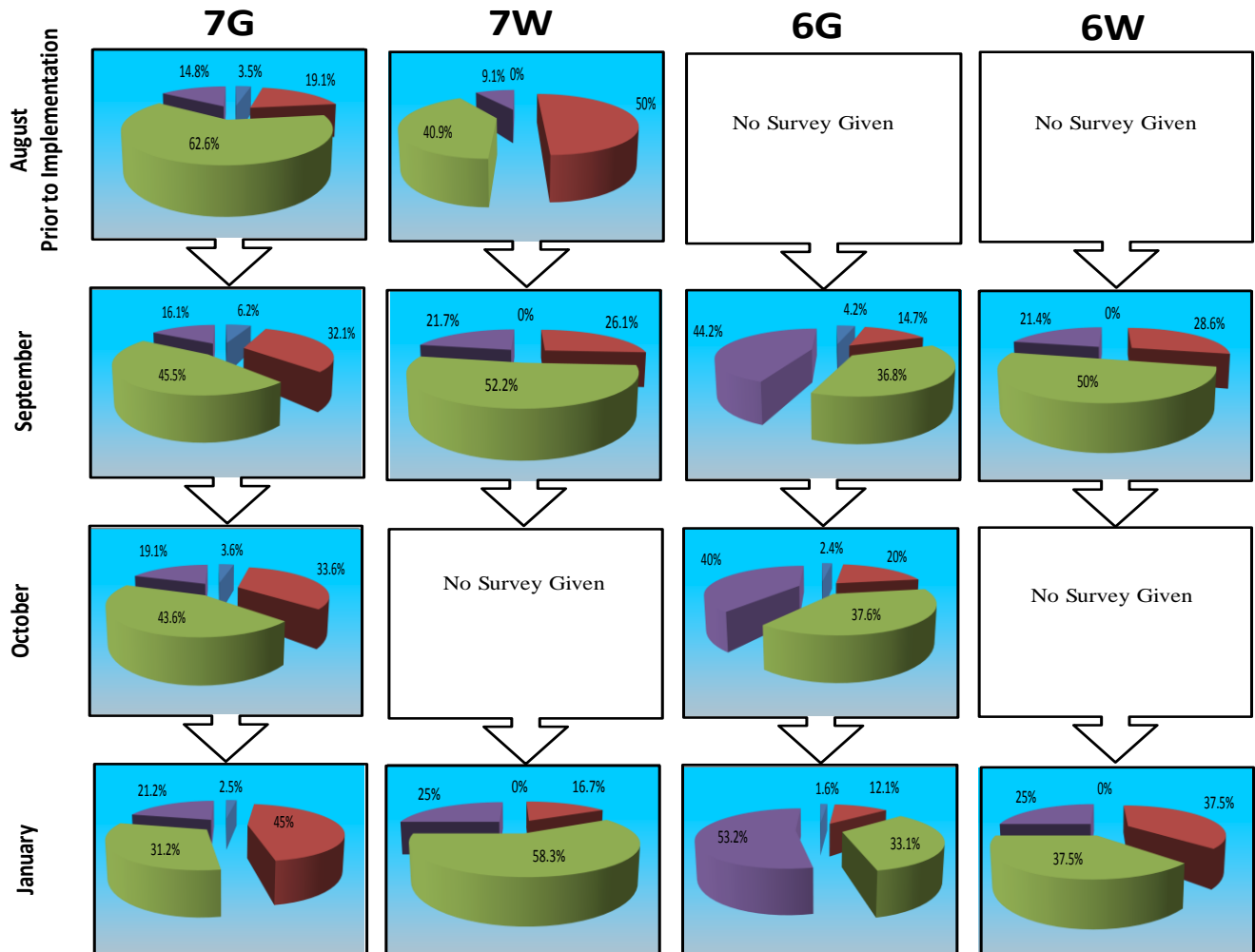


7G	August	September	October	January
1-Strongly Disagree	3.48%	6.25%	3.64%	2.50%
2-Disagree	19.13%	32.14%	33.64%	45%
3-Agree	62.61%	45.54%	43.64%	31.25%
4-Strongly Agree	14.78%	16.07%	19.09%	21.25%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	50%	26.09%		16.67%
3-Agree	40.91%	52.17%		58.33%
4-Strongly Agree	9.09%	21.74%		25%

6G	August	September	October	January
1-Strongly Disagree		4.21%	2.35%	1.61%
2-Disagree		14.74%	20%	12.10%
3-Agree		36.84%	37.65%	33.06%
4-Strongly Agree		44.21%	40%	53.23%

6W	August	September	October	January
1-Strongly Disagree		0%		0%
2-Disagree		28.57%		37.50%
3-Agree		50%		37.50%
4-Strongly Agree		21.43%		25%

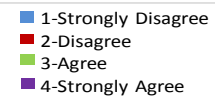


According to the data, 77.39% of the seventh graders who experienced advisory as sixth graders, knew what was happening in their advisory class each period in their advisory program the year prior. Once the new program was implemented, that percentage decreased to 61.61% six weeks into the new program. After ten weeks, 62.73% knew what was happening in the new advisory program and after eighteen weeks, that percentage increased to 52.5%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 81.05% said that they knew what was happening in their advisory class. After ten weeks, 77.65% understood and after eighteen weeks 86.29% knew what was happening in their new advisory program. In August, 49.99% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, knew what was happening in their advisory program the year prior. In September, 73.91% of those same students knew what was happening in their advisory program and in January that percentage rose to 83.33%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 71.43% knew what was happening in their advisory program in September and 62.50% understood in January. The survey reports that the experimental group experienced some uncertainty regarding the agenda for their advisory classes while the control group experienced less.

Figure 4.03

3.) Sometimes we work on school work and sometimes we work on personal and social goals.

Legend

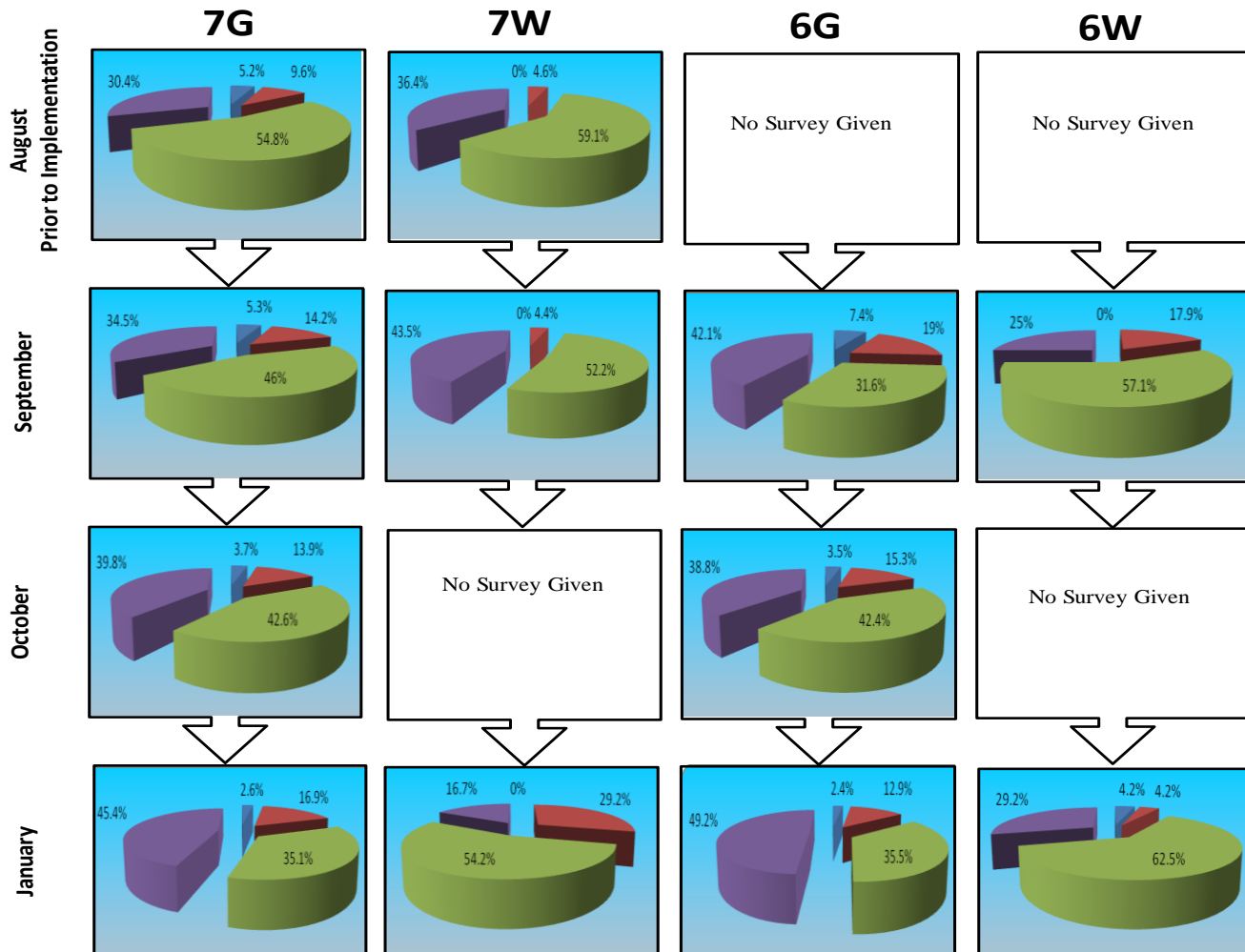


7G	August	September	October	January
1-Strongly Disagree	5.22%	5.31%	3.70%	2.60%
2-Disagree	9.57%	14.16%	13.89%	16.88%
3-Agree	54.78%	46.02%	42.59%	35.06%
4-Strongly Agree	30.43%	34.51%	39.81%	45.45%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	4.55%	4.35%		29.17%
3-Agree	59.09%	52.17%		54.17%
4-Strongly Agree	36.36%	43.48%		16.67%

6G	August	September	October	January
1-Strongly Disagree		7.37%	3.53%	2.42%
2-Disagree		18.95%	15.29%	12.90%
3-Agree		31.58%	42.35%	35.48%
4-Strongly Agree		42.11%	38.82%	49.19%

6W	August	September	October	January
1-Strongly Disagree		0%		4.17%
2-Disagree		17.86%		4.17%
3-Agree		57.14%		62.50%
4-Strongly Agree		25%		29.17%

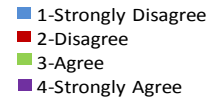


According to the data, 85.21% of the seventh graders who experienced advisory as sixth graders, knew that they worked on schoolwork, personal and social goals in their advisory program the year prior. Once the new program was implemented, that percentage decreased to 80.53% six weeks into the new program. After ten weeks, 82.4% knew that they worked on schoolwork, personal and social goals in the new advisory program and after eighteen weeks, that percentage decreased to 80.51%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 73.69% said that they worked on schoolwork, personal and social goals in their advisory class. After ten weeks, 81.17% understood and after eighteen weeks 84.67% knew that they worked on schoolwork, personal and social goals in their new advisory program. In August, 95.45% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, knew what they worked on in their advisory program the year prior. In September, 95.65% of those same students knew that they worked on schoolwork, personal and social goals in their existing advisory program and in January that percentage decreased to 70.84%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 82.14% knew what was being worked on in their advisory program in September and 91.67% understood in January. The survey reports the Strongly Disagree response reduced in half for the seventh grade experimental group and 67% for the sixth grade experimental group. The same response did not increase for the seventh grade control group, however, the Disagree response increased by 600%.

Figure 4.04

4.) Our principals are involved in advisory activities sometimes.

Legend

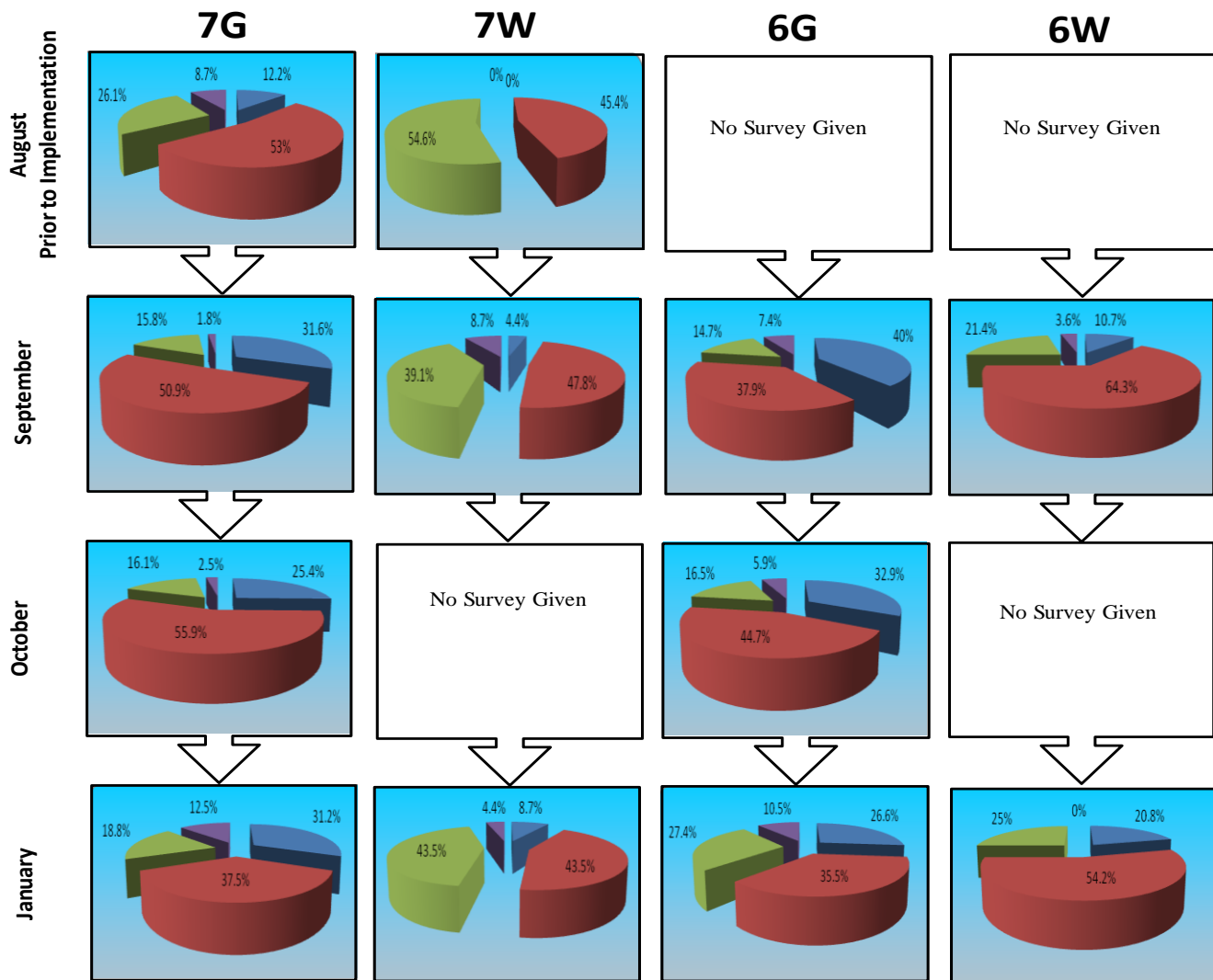


7G	August	September	October	January
1-Strongly Disagree	12.17%	31.58%	25.42%	31.25%
2-Disagree	53.04%	50.88%	55.93%	37.50%
3-Agree	26.09%	15.79%	16.10%	18.75%
4-Strongly Agree	8.70%	1.75%	2.54%	12.50%

7W	August	September	October	January
1-Strongly Disagree	0%	4.35%		8.70%
2-Disagree	45.45%	47.83%		43.48%
3-Agree	54.55%	39.13%		43.48%
4-Strongly Agree	0%	8.70%		4.35%

6G	August	September	October	January
1-Strongly Disagree		40%	32.94%	26.61%
2-Disagree		37.89%	44.71%	35.48%
3-Agree		14.74%	16.47%	27.42%
4-Strongly Agree		7.37%	5.88%	10.48%

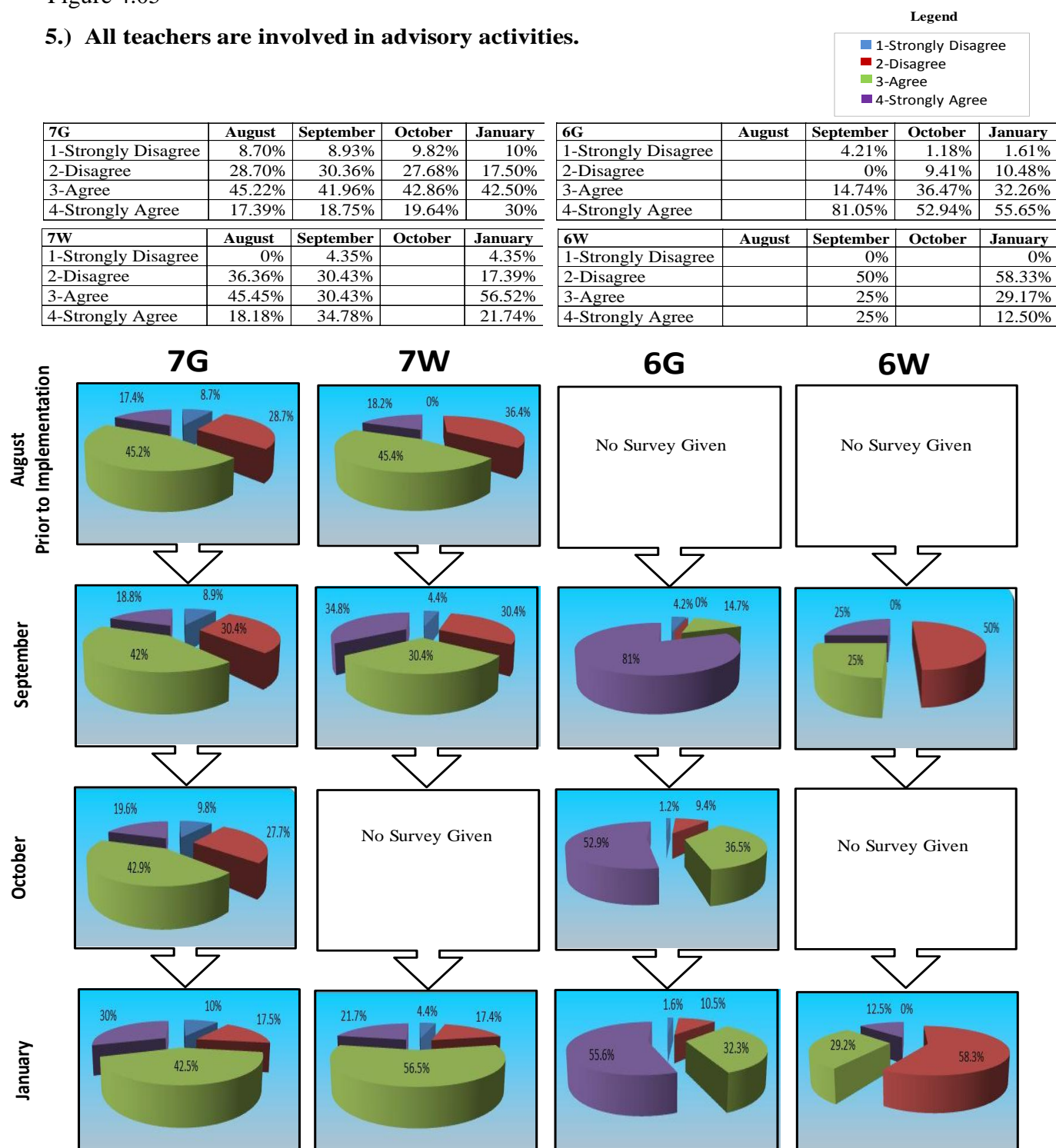
6W	August	September	October	January
1-Strongly Disagree		10.71%		20.83%
2-Disagree		64.29%		54.17%
3-Agree		21.43%		25%
4-Strongly Agree		3.57%		0%



According to the data, 34.79% of the seventh graders who experienced advisory as sixth graders, agreed that their principals were involved in their advisory program the year prior. Once the new program was implemented, that percentage decreased to 17.54% six weeks into the new program. After ten weeks, 18.64% thought their principals were involved in the new advisory program and after eighteen weeks, that percentage increased to 21.25%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 22.11% said that their principals were involved in their advisory class. After ten weeks, 22.35% agreed and after eighteen weeks 37.9% thought that their principals were involved in their new advisory program. In August, 54.55% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, knew that their principals were involved in their advisory program the year prior. In September, 47.83% of those same students agreed and in January that percentage remained at 47.83%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 25% knew that their principals were involved in their advisory program in September and remained at 25% in January. The survey reports the Strongly Agree response increased by 44% for the seventh grade experimental group and 42% for the sixth grade experimental group. The same response increased from 0% to 8.7% for the seventh grade control group and then decreased to 4.35%. The Strongly Agree response decreased from 3.57% to 0% for the sixth grade control group.

Figure 4.05

5.) All teachers are involved in advisory activities.

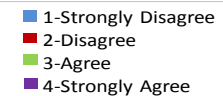


According to the data, 62.61% of the seventh graders who experienced advisory as sixth graders, agreed that all teachers were involved in their advisory program the year prior. Once the new program was implemented, that percentage decreased to 60.71% six weeks into the new program. After ten weeks, 62.50% thought that all teachers were involved in the new advisory program and after eighteen weeks, that percentage increased to 72.5%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 95.79% said that all their teachers were involved in their advisory class. After ten weeks, 89.41% agreed and after eighteen weeks 87.91% thought all their teachers were involved in their new advisory program. In August, 63.63% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, knew that all their teachers were involved in their advisory program the year prior. In September, 65.21% of those same students agreed and in January that percentage increased to 78.26%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 50% knew that all teachers were involved in their advisory program in September and to 41.67% in January. The Disagree response decreased by 64% for the seventh grade experimental group.

Figure 4.06

6.) My advisor keeps in contact with parents.

Legend

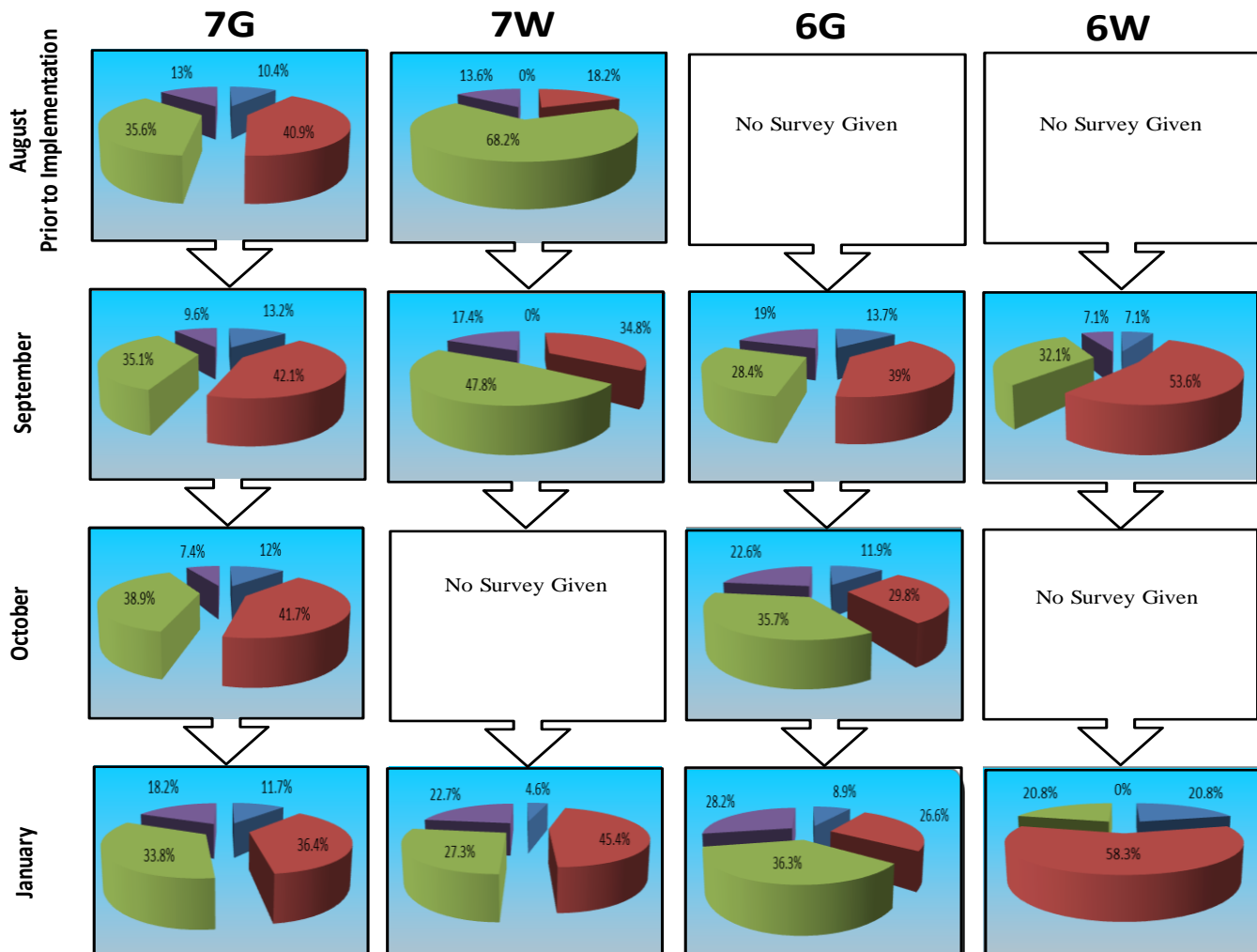


7G	August	September	October	January
1-Strongly Disagree	10.43%	13.16%	12.04%	11.69%
2-Disagree	40.87%	42.11%	41.67%	36.36%
3-Agree	35.65%	35.09%	38.89%	33.77%
4-Strongly Agree	13.04%	9.65%	7.41%	18.18%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		4.55%
2-Disagree	18.18%	34.78%		45.45%
3-Agree	68.18%	47.83%		27.27%
4-Strongly Agree	13.64%	17.39%		22.73%

6G	August	September	October	January
1-Strongly Disagree		13.68%	11.90%	8.87%
2-Disagree		38.95%	29.76%	26.61%
3-Agree		28.42%	35.71%	36.29%
4-Strongly Agree		18.95%	22.62%	28.23%

6W	August	September	October	January
1-Strongly Disagree		7.14%		20.83%
2-Disagree		53.57%		58.33%
3-Agree		32.14%		20.83%
4-Strongly Agree		7.14%		0%

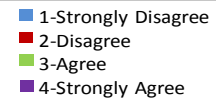


According to the data, 48.69% of the seventh graders who experienced advisory as sixth graders, agreed that their advisors kept in contact with their parents in their advisory program the year prior. Once the new program was implemented, that percentage decreased to 44.74% six weeks into the new program. After ten weeks, 46.3% thought that advisors kept in touch with parents in the new advisory program and after eighteen weeks, that percentage increased to 51.95%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 47.37% said that advisors keep in contact with parents. After ten weeks, 58.33% agreed and after eighteen weeks 64.52% thought that advisors kept in contact with their parents. In August, 81.82% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, knew that their advisors kept in touch with parents the year prior. In September, 65.22% of those same students agreed and in January that percentage decreased to 50%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 39.28% knew that their advisors kept in touch with their parents in September and that percentage decreased to 20.83% in January.

Figure 4.07

7.) My parents understand the advisory program.

Legend

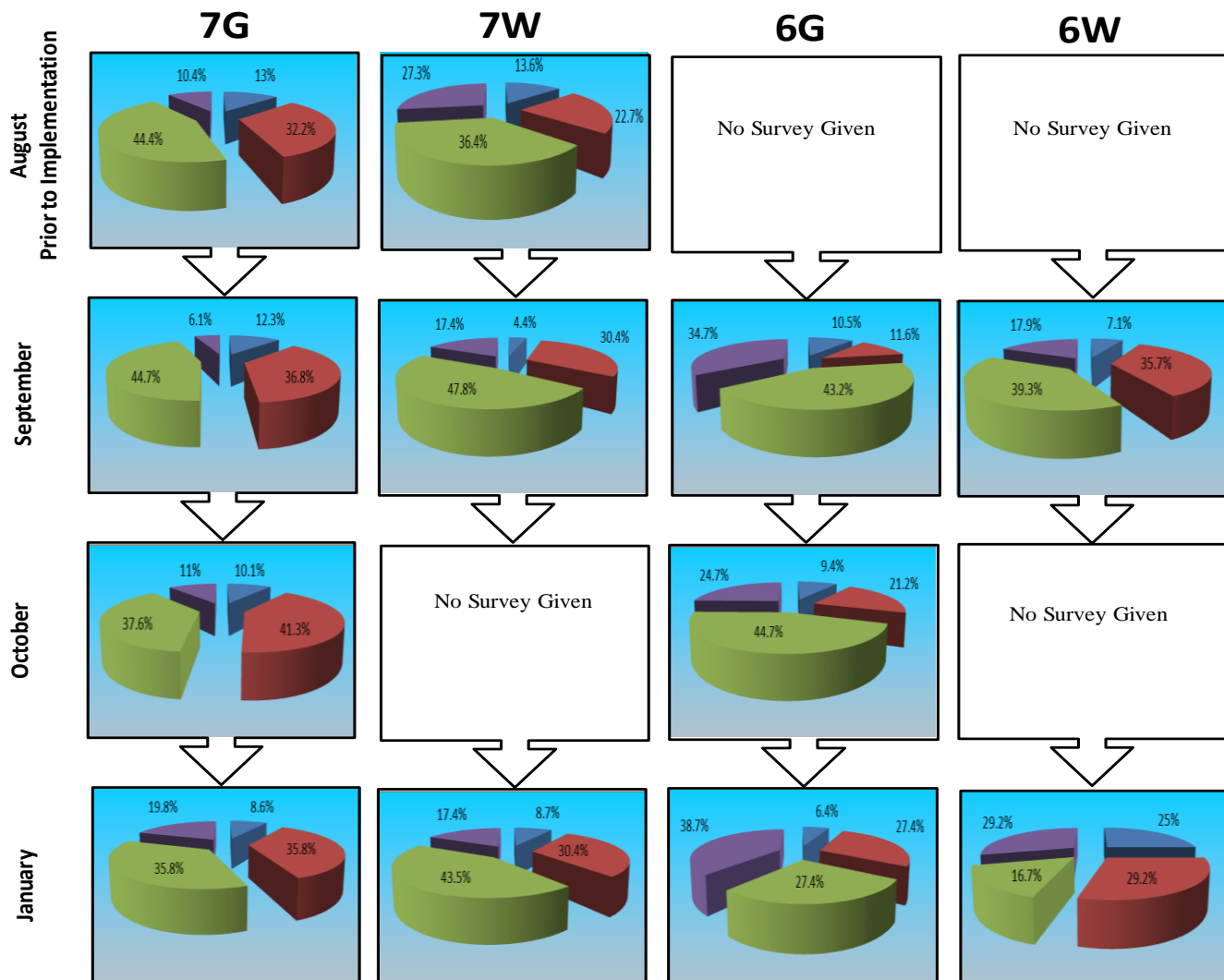


7G	August	September	October	January
1-Strongly Disagree	13.04%	12.28%	10.09%	8.64%
2-Disagree	32.17%	36.84%	41.28%	35.80%
3-Agree	44.35%	44.74%	37.61%	35.80%
4-Strongly Agree	10.43%	6.14%	11.01%	19.75%

7W	August	September	October	January
1-Strongly Disagree	13.64%	4.35%		8.70%
2-Disagree	22.73%	30.43%		30.43%
3-Agree	36.36%	47.83%		43.48%
4-Strongly Agree	27.27%	17.39%		17.39%

6G	August	September	October	January
1-Strongly Disagree		10.53%	9.41%	6.45%
2-Disagree		11.58%	21.18%	27.42%
3-Agree		43.16%	44.71%	27.42%
4-Strongly Agree		34.74%	24.71%	38.71%

6W	August	September	October	January
1-Strongly Disagree		7.14%		25%
2-Disagree		35.71%		29.17%
3-Agree		39.29%		16.67%
4-Strongly Agree		17.86%		29.17%

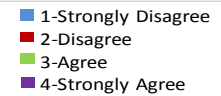


According to the data, 45.21% of the seventh graders who experienced advisory as sixth graders, did not agree that their parents understood their advisory program the year prior. Once the new program was implemented, that percentage increased to 49.12% six weeks into the new program. After ten weeks, 51.37% thought that their parents did not understand the new advisory program and after eighteen weeks, that percentage increased to 55.55%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 22.11% said that their parents did not understand the program. After ten weeks, 30.59% agreed and after eighteen weeks 33.87% thought that their parents did not understand the advisory program. In August, 36.37% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, did not agree that their parents understand their advisory program the year prior. In September, 34.78% of those same students disagreed and in January that percentage increased to 39.13%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 42.85% thought that their parents did not understand the program in September and that percentage increased to 54.17% in January.

Figure 4.08

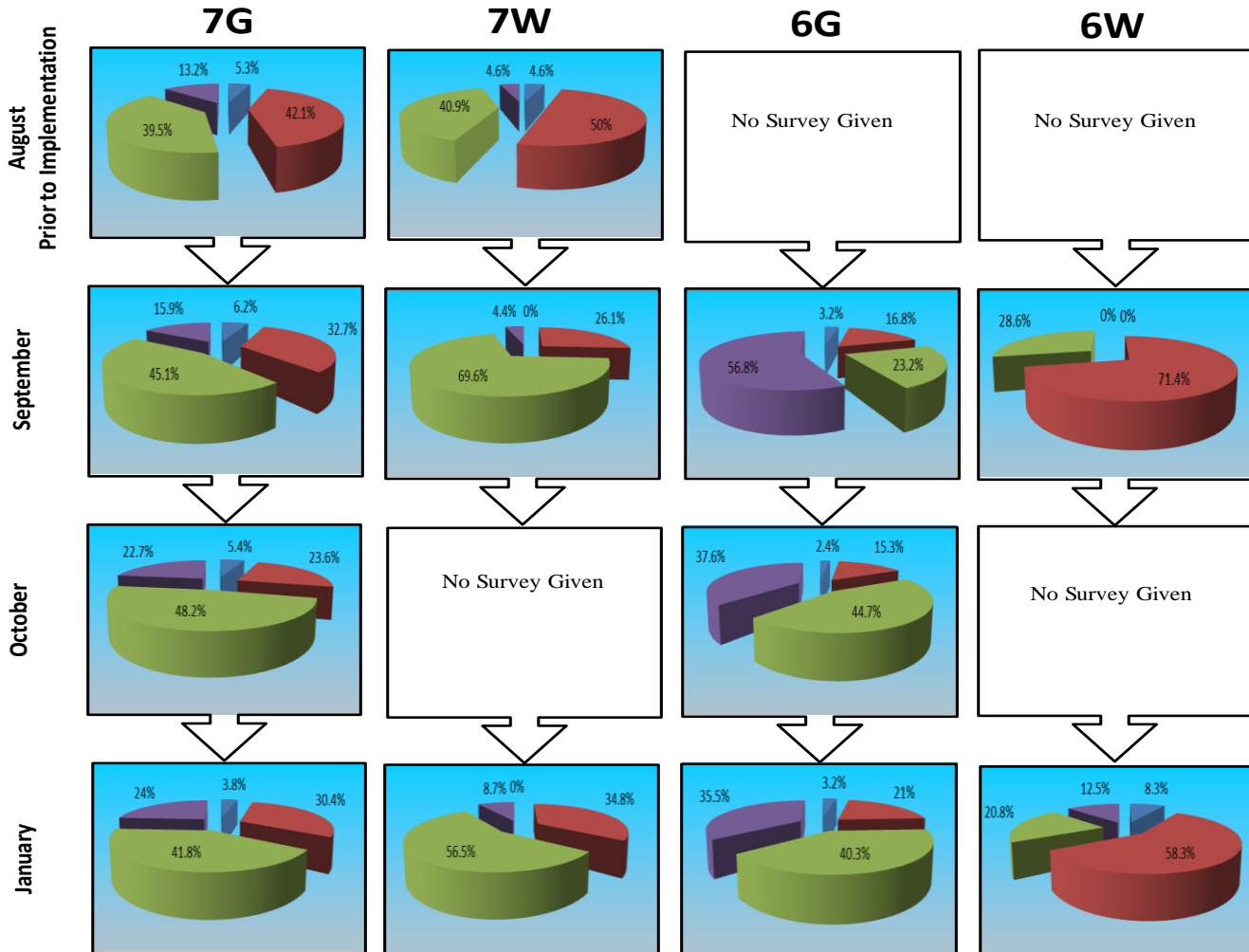
8.) I learn about relationships in advisory.

Legend



7G	August	September	October	January	6G	August	September	October	January
1-Strongly Disagree	5.26%	12.28%	5.45%	3.80%	1-Strongly Disagree		3.16%	2.35%	3.23%
2-Disagree	42.11%	36.84%	23.64%	30.38%	2-Disagree		16.84%	15.29%	20.97%
3-Agree	39.47%	44.74%	48.18%	41.77%	3-Agree		23.16%	44.71%	40.32%
4-Strongly Agree	13.16%	6.14%	22.73%	24.05%	4-Strongly Agree		56.84%	37.65%	35.48%

7W	August	September	October	January	6W	August	September	October	January
1-Strongly Disagree	4.55%	0%		0%	1-Strongly Disagree		0%		8.33%
2-Disagree	50%	26.09%		34.78%	2-Disagree		71.43%		58.33%
3-Agree	40.91%	69.57%		56.52%	3-Agree		28.57%		20.83%
4-Strongly Agree	4.55%	4.35%		8.70%	4-Strongly Agree		0%		12.50%

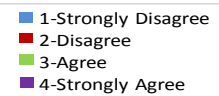


According to the data, 52.53% of the seventh graders who experienced advisory as sixth graders, agreed that they learned about relationships in their advisory program the year prior. Once the new program was implemented, that percentage increased to 50.88% six weeks into the new program. After ten weeks, 70.91% knew that they learned about relationships in the new advisory program and after eighteen weeks, that percentage was 65.82%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 80% said that they learned about relationships in the program. After ten weeks, 82.36% agreed and after eighteen weeks 75.80% thought that learned about relationships in the advisory program. In August, 45.46% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that they learned about relationships in their advisory program the year prior. In September, 73.92% of those same students agreed and in January that percentage decreased to 65.22%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 28.57% thought that learned about relationships in the program in September and that percentage increased to 33.33% in January.

Figure 4.09

9.) I know my advisor knows me well.

Legend

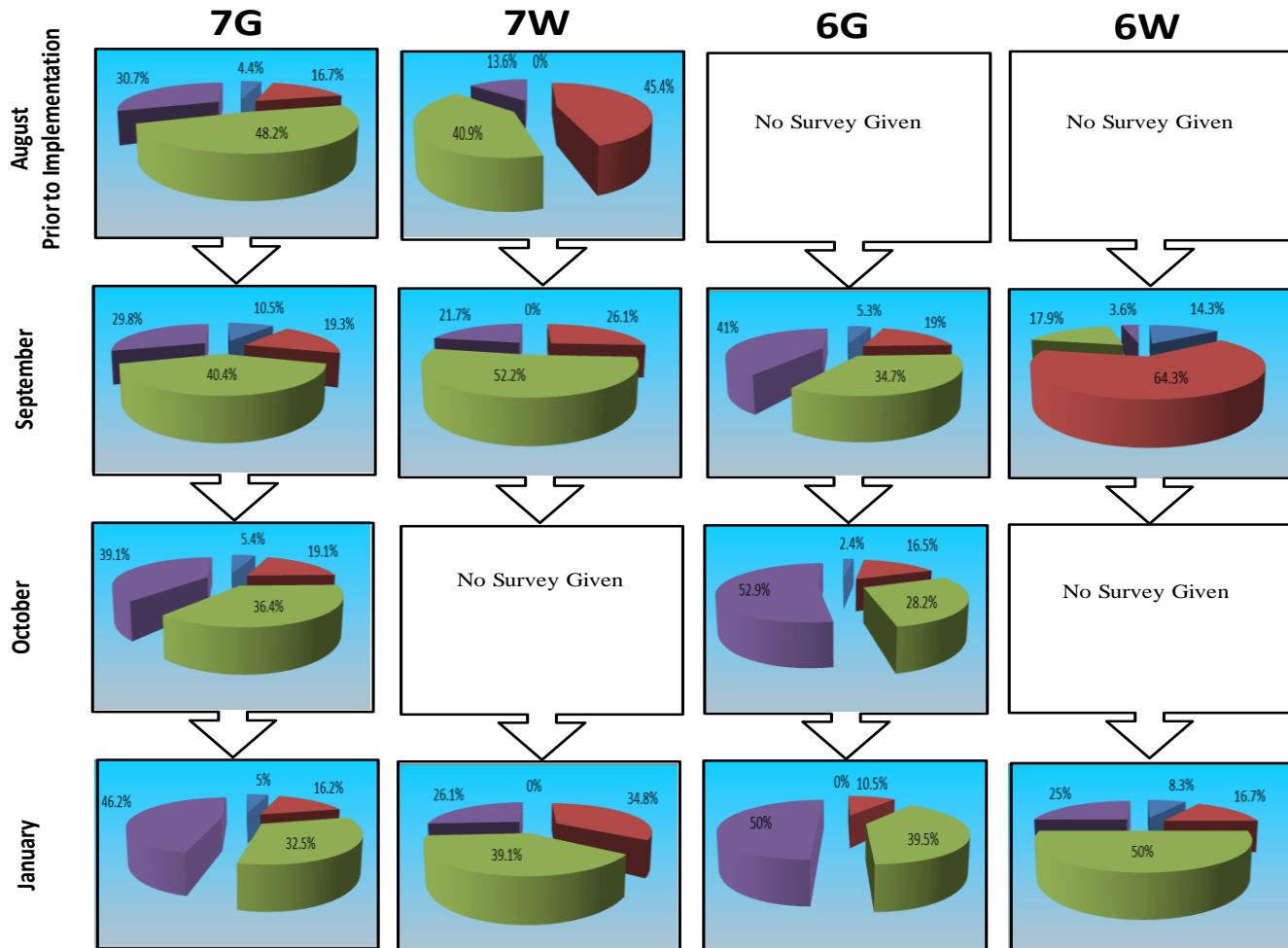


7G	August	September	October	January
1-Strongly Disagree	4.39%	10.53%	5.45%	5%
2-Disagree	16.67%	19.30%	19.09%	16.25%
3-Agree	48.25%	40.35%	36.36%	32.50%
4-Strongly Agree	30.70%	29.82%	39.09%	46.25%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	45.45%	26.09%		34.78%
3-Agree	40.91%	52.17%		39.13%
4-Strongly Agree	13.64%	21.74%		26.09%

6G	August	September	October	January
1-Strongly Disagree		5.26%	2.35%	0%
2-Disagree		18.95%	16.47%	10.48%
3-Agree		34.74%	28.24%	39.52%
4-Strongly Agree		41.05%	52.94%	50%

6W	August	September	October	January
1-Strongly Disagree		14.29%		8.33%
2-Disagree		64.29%		16.67%
3-Agree		17.86%		50%
4-Strongly Agree		3.57%		25%

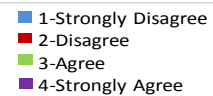


According to the data, 78.95% of the seventh graders who experienced advisory as sixth graders, agreed that their advisors knew them well the year prior. Once the new program was implemented, that percentage was 70.17% six weeks into the new program. After ten weeks, 75.45% knew that their advisors, in the new advisory program, knew them well and after eighteen weeks, that percentage was 78.75%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 75.79% said that their advisors knew them well. After ten weeks, 81.18% agreed and after eighteen weeks 89.52% thought that their advisors knew them well. In August, 54.55% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that their advisors knew them well in their advisory program the year prior. In September, 73.91% of those same students agreed and in January that percentage decreased to 65.22%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 21.43% thought that their advisor knew them well in September and that percentage increased to 75% in January.

Figure 4.10

10.) My advisor listens to me.

Legend

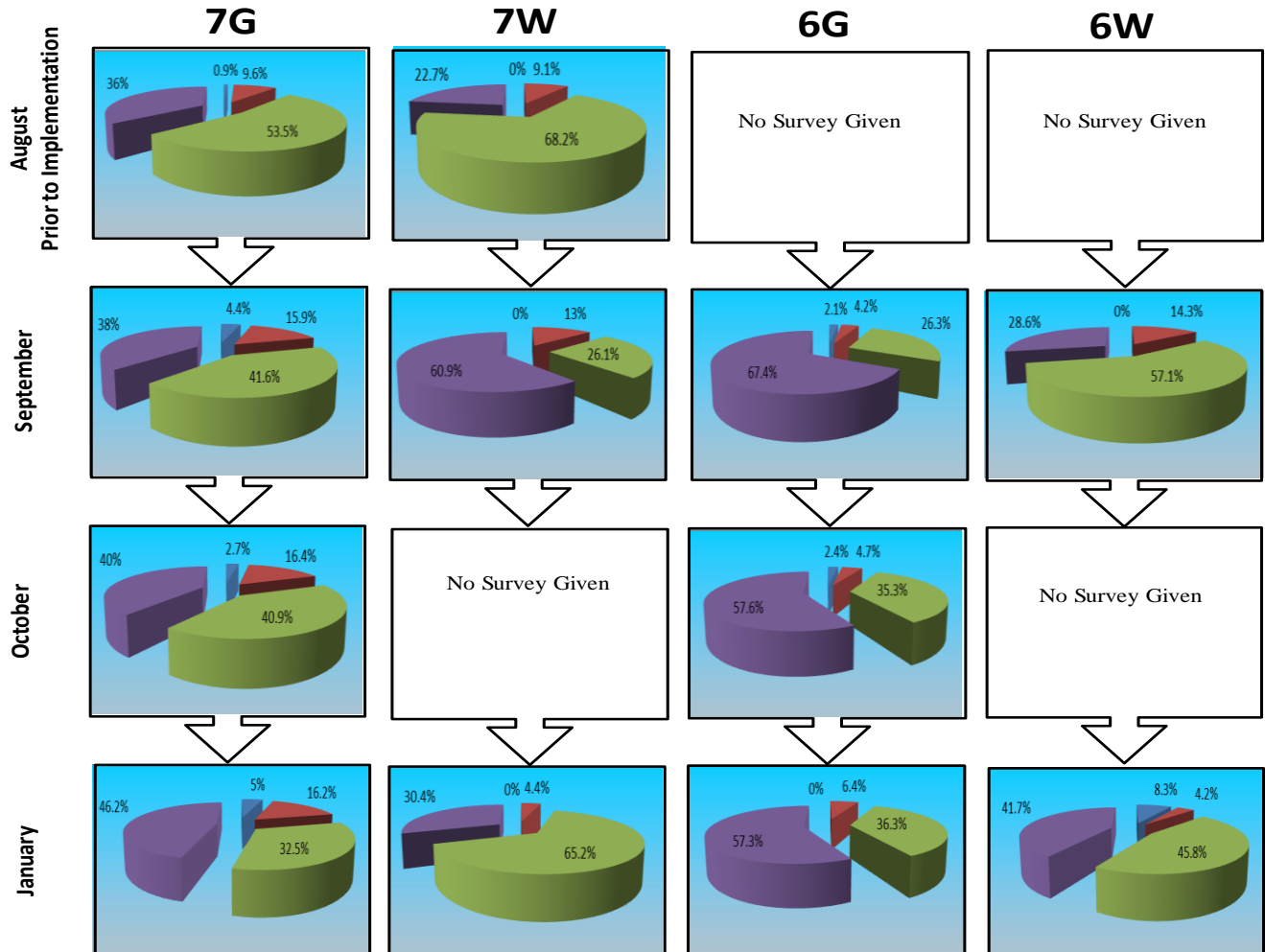


7G	August	September	October	January
1-Strongly Disagree	0.88%	4.42%	2.73%	3.70%
2-Disagree	9.65%	15.93%	16.36%	9.88%
3-Agree	53.51%	41.59%	40.91%	34.57%
4-Strongly Agree	35.96%	38.05%	40%	51.85%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	9.09%	13.04%		4.35%
3-Agree	68.18%	26.09%		65.22%
4-Strongly Agree	22.73%	60.87%		30.43%

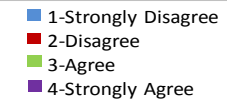
6G	August	September	October	January
1-Strongly Disagree		2.11%	2.35%	0%
2-Disagree		4.21%	4.71%	6.45%
3-Agree		26.32%	35.29%	36.29%
4-Strongly Agree		67.37%	57.65%	57.26%

6W	August	September	October	January
1-Strongly Disagree		0%		8.33%
2-Disagree		14.29%		4.17%
3-Agree		57.14%		45.83%
4-Strongly Agree		28.57%		41.67%



According to the data, 89.67% of the seventh graders who experienced advisory as sixth graders, agreed that their advisors listened to them the year prior. Once the new program was implemented, that percentage was 79.64% six weeks into the new program. After ten weeks, 80.91% knew that their advisors, in the new advisory program, listened to them and after eighteen weeks, that percentage was 86.42%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 93.69% said that their advisors listened to them. After ten weeks, 92.94% agreed and after eighteen weeks 93.55% thought that their advisors listened to them. In August, 90.91% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that their advisors listened to them in their advisory program the year prior. In September, 86.96% of those same students agreed and in January that percentage was 95.65%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 85.71% thought that their advisor listened to them in September and that percentage was 87.50% in January.

Figure 4.11

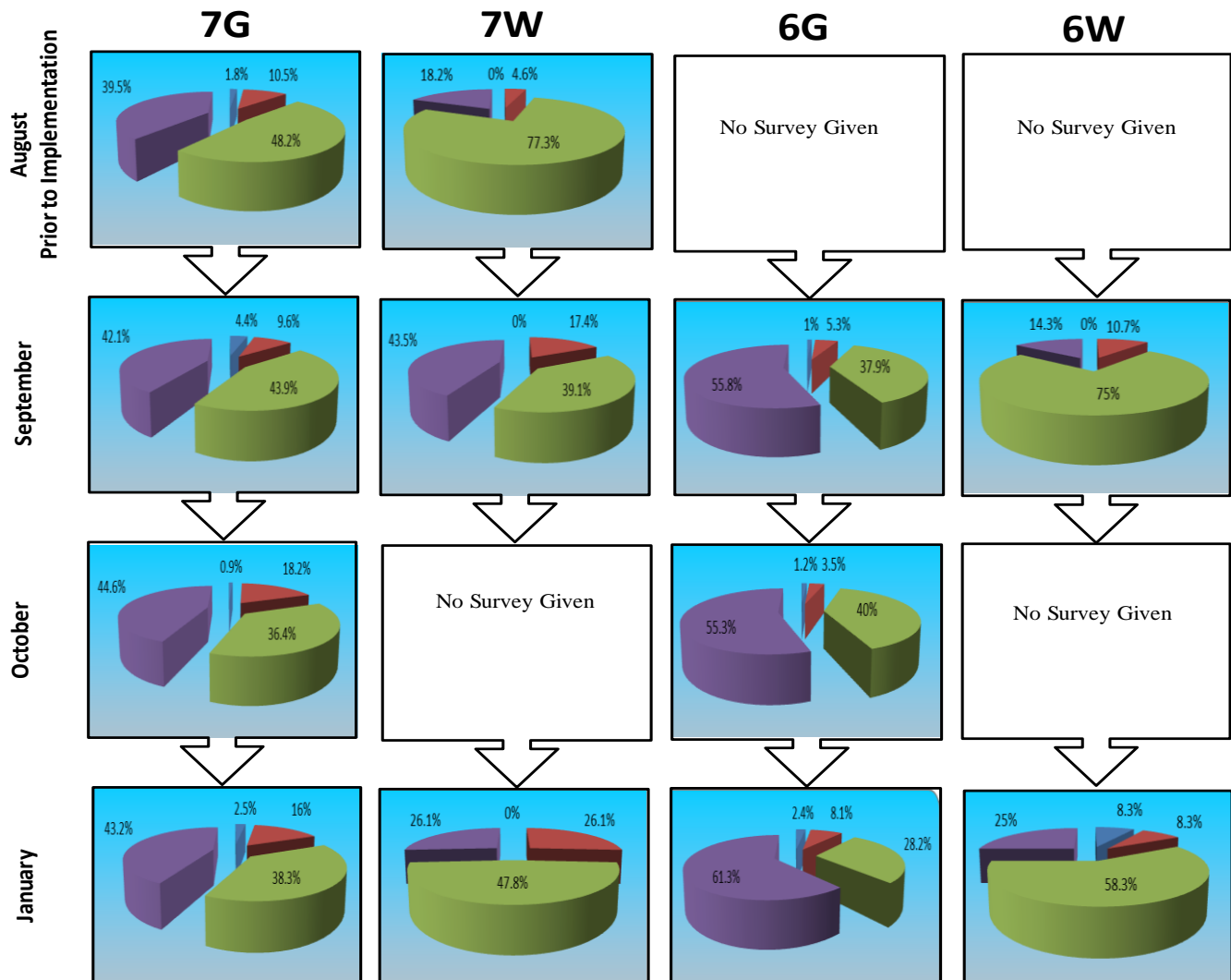
11.) My advisor offers me help.**Legend**

7G	August	September	October	January
1-Strongly Disagree	1.75%	4.39%	0.91%	2.47%
2-Disagree	10.53%	9.65%	18.18%	16.05%
3-Agree	48.25%	43.86%	36.36%	38.27%
4-Strongly Agree	39.47%	42.11%	44.55%	43.21%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	4.55%	17.39%		26.09%
3-Agree	77.27%	39.13%		47.83%
4-Strongly Agree	18.18%	43.48%		26.09%

6G	August	September	October	January
1-Strongly Disagree		1.05%	1.18%	2.42%
2-Disagree		5.26%	3.53%	8.06%
3-Agree		37.89%	40%	28.23%
4-Strongly Agree		55.79%	55.29%	61.29%

6W	August	September	October	January
1-Strongly Disagree		0%		8.33%
2-Disagree		10.71%		8.33%
3-Agree		75%		58.33%
4-Strongly Agree		14.29%		25%

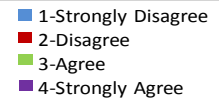


According to the data, 87.72% of the seventh graders who experienced advisory as sixth graders, agreed that their advisors offered them help the year prior. Once the new program was implemented, that percentage was 85.97% six weeks into the new program. After ten weeks, 80.91% knew that their advisors, in the new advisory program, offered them help and after eighteen weeks, that percentage was 81.48%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 93.68% said that their advisors offered them help. After ten weeks, 95.29% agreed and after eighteen weeks 89.52% thought that their advisors offered them help. In August, 95.45% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that their advisors offered them help in their advisory program the year prior. In September, 82.61% of those same students agreed and in January that percentage was 73.92%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 89.29% thought that their advisor offered them help in September and that percentage was 58.58% in January.

Figure 4.12

12.) My advisor cares about me.

Legend

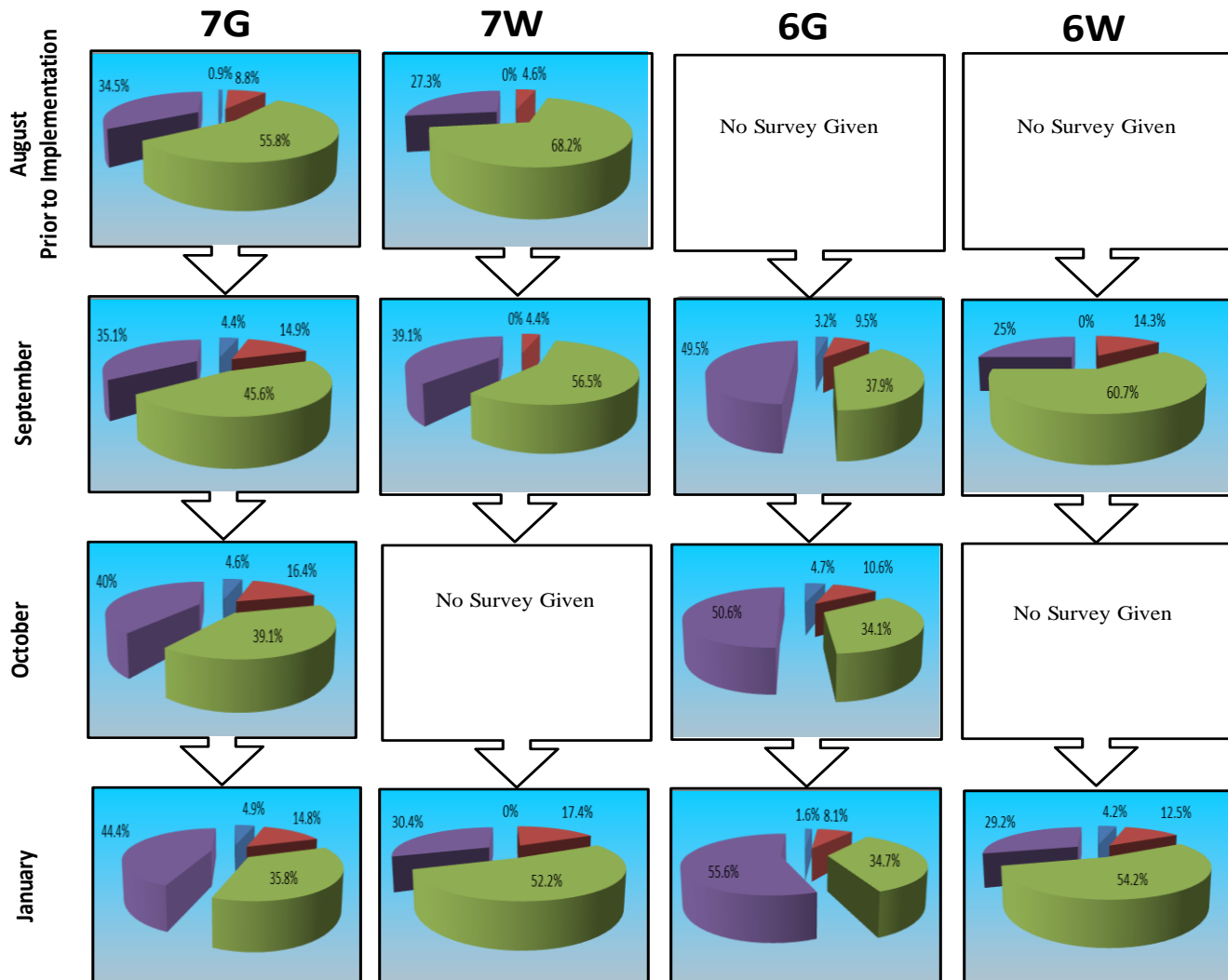


7G	August	September	October	January
1-Strongly Disagree	0.88%	4.39%	4.55%	4.94%
2-Disagree	8.85%	14.91%	16.36%	14.81%
3-Agree	55.75%	45.61%	39.09%	35.80%
4-Strongly Agree	34.51%	35.09%	40%	44.44%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	4.55%	4.35%		17.39%
3-Agree	68.18%	56.52%		52.17%
4-Strongly Agree	27.27%	39.13%		30.43%

6G	August	September	October	January
1-Strongly Disagree		3.16%	4.71%	1.61%
2-Disagree		9.47%	10.59%	8.06%
3-Agree		37.89%	34.12%	34.68%
4-Strongly Agree		49.47%	50.59%	55.65%

6W	August	September	October	January
1-Strongly Disagree		0%		4.17%
2-Disagree		14.29%		12.50%
3-Agree		60.71%		54.17%
4-Strongly Agree		25%		29.17%

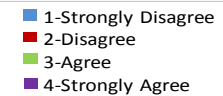


According to the data, 90.26% of the seventh graders who experienced advisory as sixth graders, agreed that their advisors cared about them the year prior. Once the new program was implemented, that percentage was 80.70% six weeks into the new program. After ten weeks, 79.09% knew that their advisors, in the new advisory program, cared about them and after eighteen weeks, that percentage was 80.24%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 87.36% said that their advisors cared about them. After ten weeks, 84.71% agreed and after eighteen weeks 90.33% thought that their advisors cared about them. In August, 95.45% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that their advisors cared about them in their advisory program the year prior. In September, 95.65% of those same students agreed and in January that percentage was 82.60%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 85.71% thought that their advisor cared about them in September and that percentage was 83.34% in January.

Figure 4.13

13.) The advisory program helps me understand more about myself.

Legend

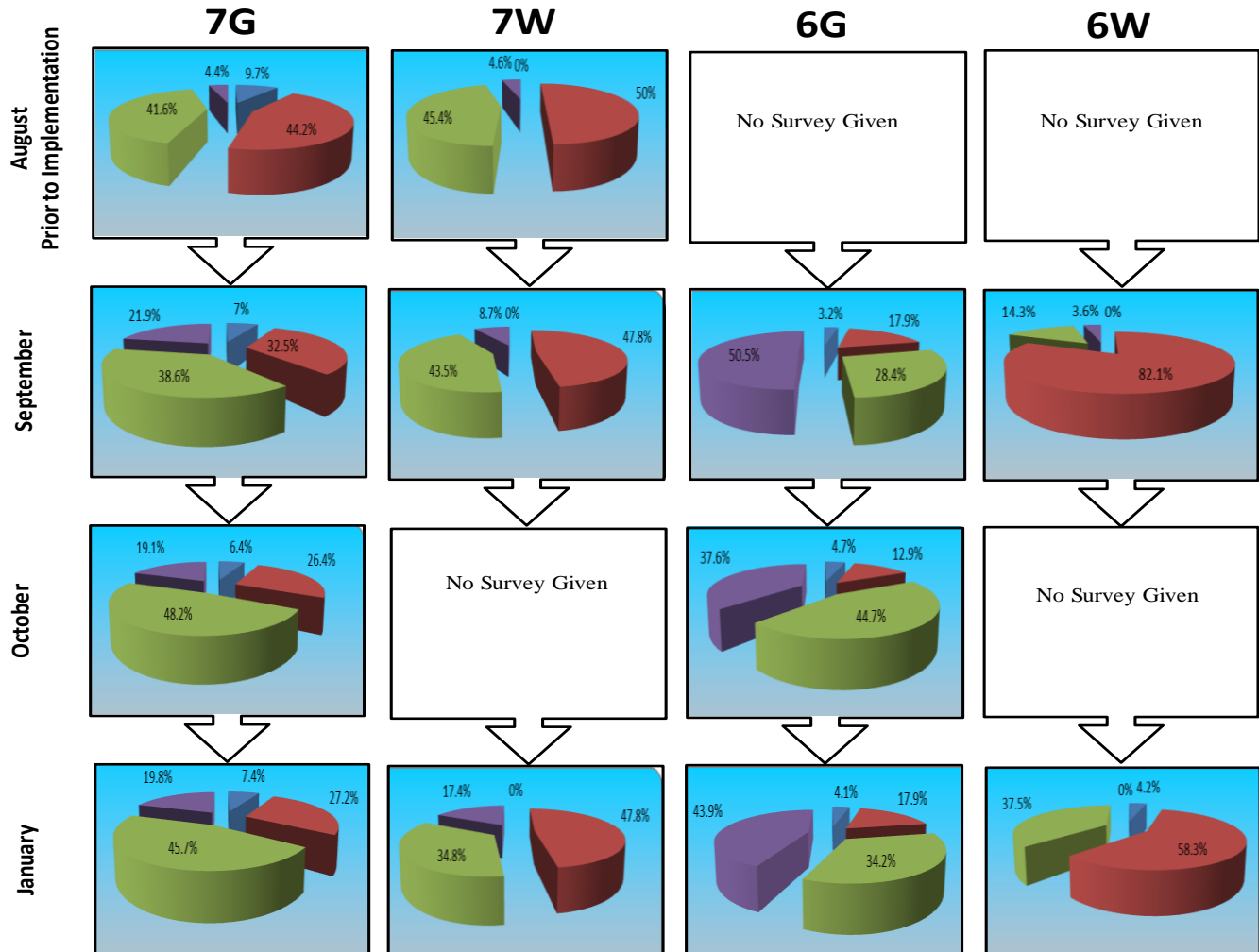


7G	August	September	October	January
1-Strongly Disagree	9.73%	7.02%	6.36%	7.41%
2-Disagree	44.25%	32.46%	26.36%	27.16%
3-Agree	41.59%	38.60%	48.18%	45.68%
4-Strongly Agree	4.42%	21.93%	19.09%	19.75%

6G	August	September	October	January
1-Strongly Disagree		3.16%	4.71%	4.07%
2-Disagree		17.89%	12.94%	17.89%
3-Agree		28.42%	44.71%	34.15%
4-Strongly Agree		50.53%	37.65%	43.90%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	50%	47.83%		47.83%
3-Agree	45.45%	43.48%		34.78%
4-Strongly Agree	4.55%	8.70%		17.39%

6W	August	September	October	January
1-Strongly Disagree		0%		4.17%
2-Disagree		82.14%		58.33%
3-Agree		14.29%		37.50%
4-Strongly Agree		3.57%		0%

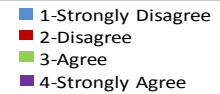


According to the data, 46.01% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them understand themselves the year prior. Once the new program was implemented, that percentage was 60.53% six weeks into the new program. After ten weeks, 67.27% knew that the new advisory program helped them understand themselves and after eighteen weeks, that percentage was 65.43%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 78.95% said that the new advisory program helped them understand themselves. After ten weeks, 82.36% agreed and after eighteen weeks 78.05% thought that the new advisory program helped them understand themselves. In August, 50% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them understand themselves in their advisory program the year prior. In September, 52.18% of those same students agreed and in January that percentage was 52.17%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 17.86% thought that the advisory program helped them understand themselves in September and that percentage was 37.50% in January.

Figure 4.14

14.) The advisory program helps us to get to know each other.

Legend

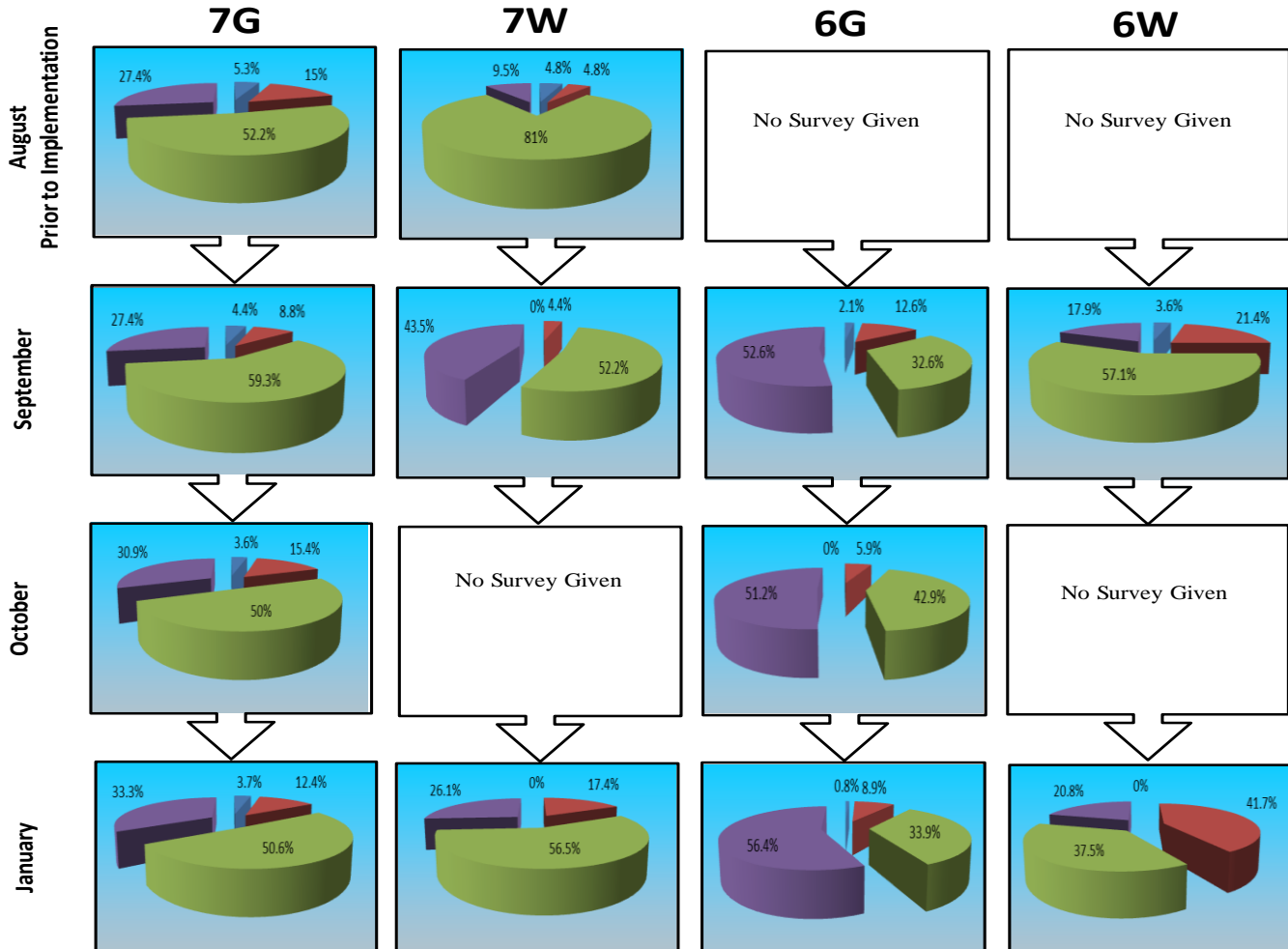


7G	August	September	October	January
1-Strongly Disagree	5.31%	4.42%	3.64%	3.70%
2-Disagree	15.04%	8.85%	15.45%	12.35%
3-Agree	52.21%	59.29%	50%	50.62%
4-Strongly Agree	27.43%	27.43%	30.91%	33.33%

6G	August	September	October	January
1-Strongly Disagree		2.11%	0%	0.81%
2-Disagree		12.63%	5.95%	8.87%
3-Agree		32.63%	42.86%	33.87%
4-Strongly Agree		52.63%	51.19%	56.45%

7W	August	September	October	January
1-Strongly Disagree	4.76%	0%		0%
2-Disagree	4.76%	4.35%		17.39%
3-Agree	80.95%	52.17%		56.52%
4-Strongly Agree	9.52%	43.48%		26.09%

6W	August	September	October	January
1-Strongly Disagree		3.57%		0%
2-Disagree		21.43%		41.67%
3-Agree		57.14%		37.50%
4-Strongly Agree		17.86%		20.83%

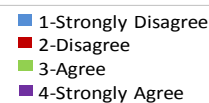


According to the data, 79.64% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them get to know each other the year prior. Once the new program was implemented, that percentage was 86.72% six weeks into the new program. After ten weeks, 80.91% knew that the new advisory program helped them get to know each other and after eighteen weeks, that percentage was 83.95%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 85.26% said that the new advisory program helped them get to know each other. After ten weeks, 94.05% agreed and after eighteen weeks 90.32% thought that the new advisory program helped them get to know each other. In August, 90.57% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them get to know each other in their advisory program the year prior. In September, 95.65% of those same students agreed and in January that percentage was 82.61%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 75.00% thought that the advisory program helped them get to know each other in September and that percentage decreased to 58.33% in January.

Figure 4.15

15.) The advisory program helps us learn appropriate behaviors.

Legend

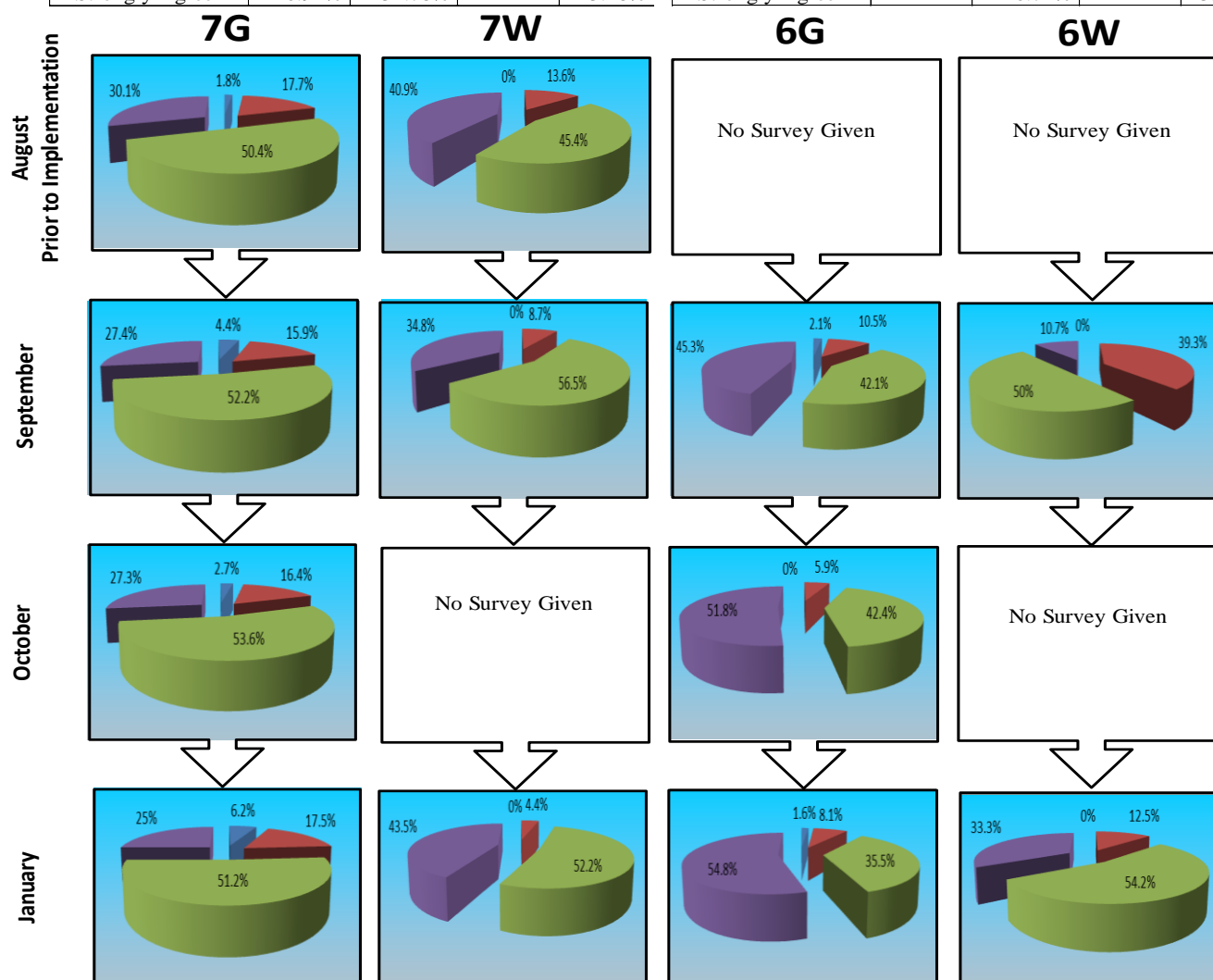


7G	August	September	October	January
1-Strongly Disagree	1.77%	4.42%	2.73%	6.25%
2-Disagree	17.70%	15.93%	16.36%	17.50%
3-Agree	50.44%	52.21%	53.64%	51.25%
4-Strongly Agree	30.09%	27.43%	27.27%	25%

6G	August	September	October	January
1-Strongly Disagree		2.11%	0%	1.61%
2-Disagree		10.53%	5.88%	8.06%
3-Agree		42.11%	42.35%	35.48%
4-Strongly Agree		45.26%	51.76%	54.84%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	13.64%	8.70%		4.35%
3-Agree	45.45%	56.52%		52.17%
4-Strongly Agree	40.91%	34.78%		43.48%

6W	August	September	October	January
1-Strongly Disagree		0%		0%
2-Disagree		39.29%		12.50%
3-Agree		50%		54.17%
4-Strongly Agree		10.71%		33.33%

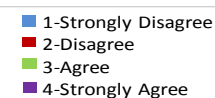


According to the data, 80.49% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them learn appropriate behaviors the year prior. Once the new program was implemented, that percentage was 79.64% six weeks into the new program. After ten weeks, 80.91% knew that the new advisory program helped them learn appropriate behaviors and after eighteen weeks, that percentage was 76.25%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 87.37% said that the new advisory program helped them learn appropriate behaviors. After ten weeks, 94.11% agreed and after eighteen weeks 90.32% thought that the new advisory program helped them learn appropriate behaviors. In August, 86.36% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them learn appropriate behaviors in their advisory program the year prior. In September, 91.30% of those same students agreed and in January that percentage was 95.65%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 60.71% thought that the advisory program helped them learn appropriate behaviors in September and that percentage was 87.50% in January.

Figure 4.16

16.) The advisory program helps us set personal goals.

Legend

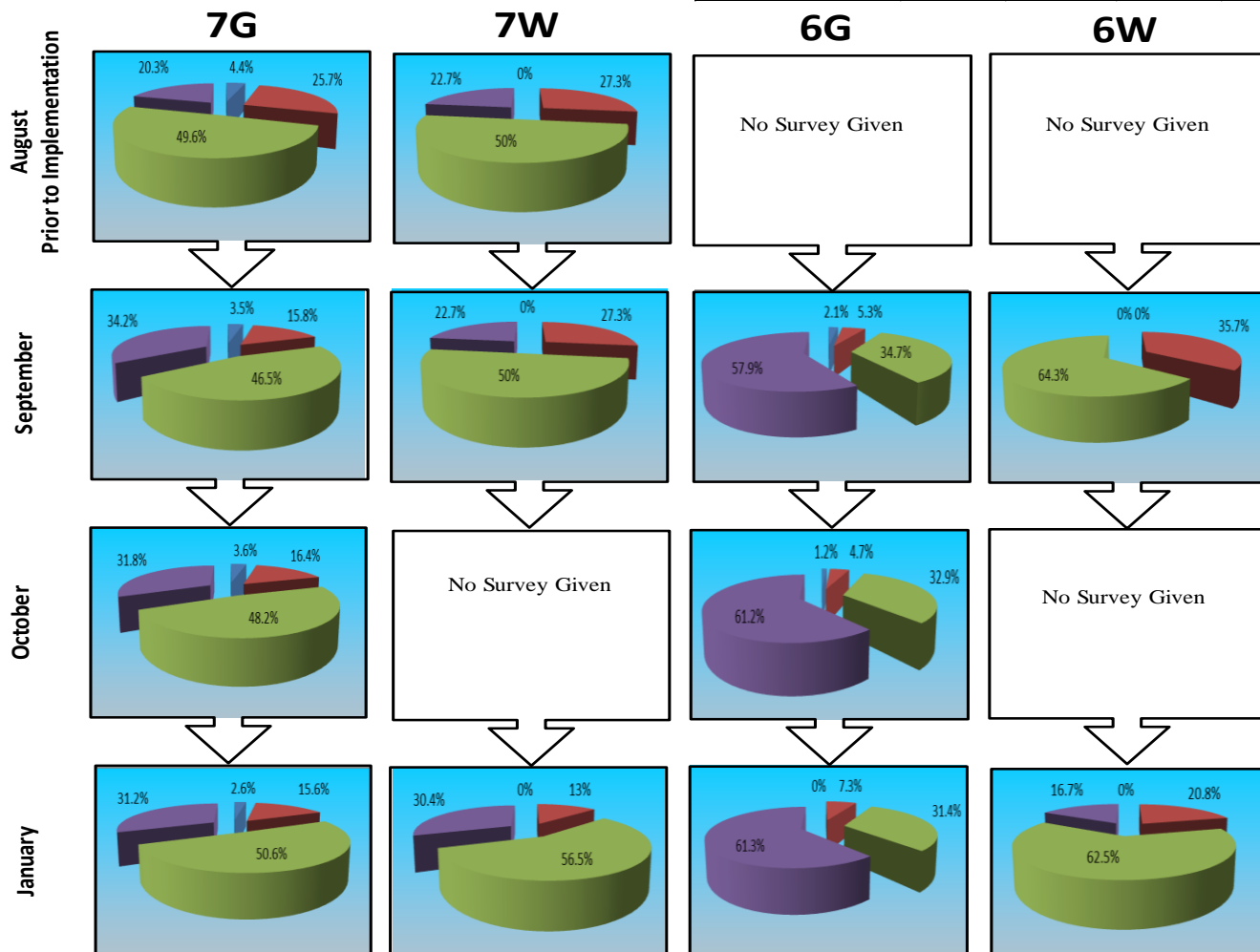


7G	August	September	October	January
1-Strongly Disagree	4.42%	3.51%	3.64%	2.60%
2-Disagree	25.66%	15.79%	16.36%	15.58%
3-Agree	49.56%	46.49%	48.18%	50.65%
4-Strongly Agree	20.35%	34.21%	31.82%	31.17%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	27.27%	8.70%		13.04%
3-Agree	50%	43.48%		56.52%
4-Strongly Agree	22.73%	47.83%		30.43%

6G	August	September	October	January
1-Strongly Disagree		2.11%	1.18%	0%
2-Disagree		5.26%	4.71%	7.26%
3-Agree		34.74%	32.94%	31.45%
4-Strongly Agree		57.89%	61.18%	61.29%

6W	August	September	October	January
1-Strongly Disagree		0%		0%
2-Disagree		35.71%		20.83%
3-Agree		64.29%		62.50%
4-Strongly Agree		0%		16.67%

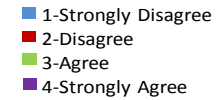


According to the data, 69.91% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them set personal goals the year prior. Once the new program was implemented, that percentage was 80.70% six weeks into the new program. After ten weeks, 80% knew that the new advisory program helped them set personal goals and after eighteen weeks, that percentage was 81.82%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 92.63% said that the new advisory program helped them set personal goals. After ten weeks, 94.12% agreed and after eighteen weeks 92.74% thought that the new advisory program helped them set personal goals. In August, 52.73% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them set personal goals in their advisory program the year prior. In September, 91.31% of those same students agreed and in January that percentage was 86.95%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 64.29% thought that the advisory program helped them set personal goals in September and that percentage was 79.17% in January.

Figure 4.17

17.) The advisory program helps us keep track of our progress.

Legend

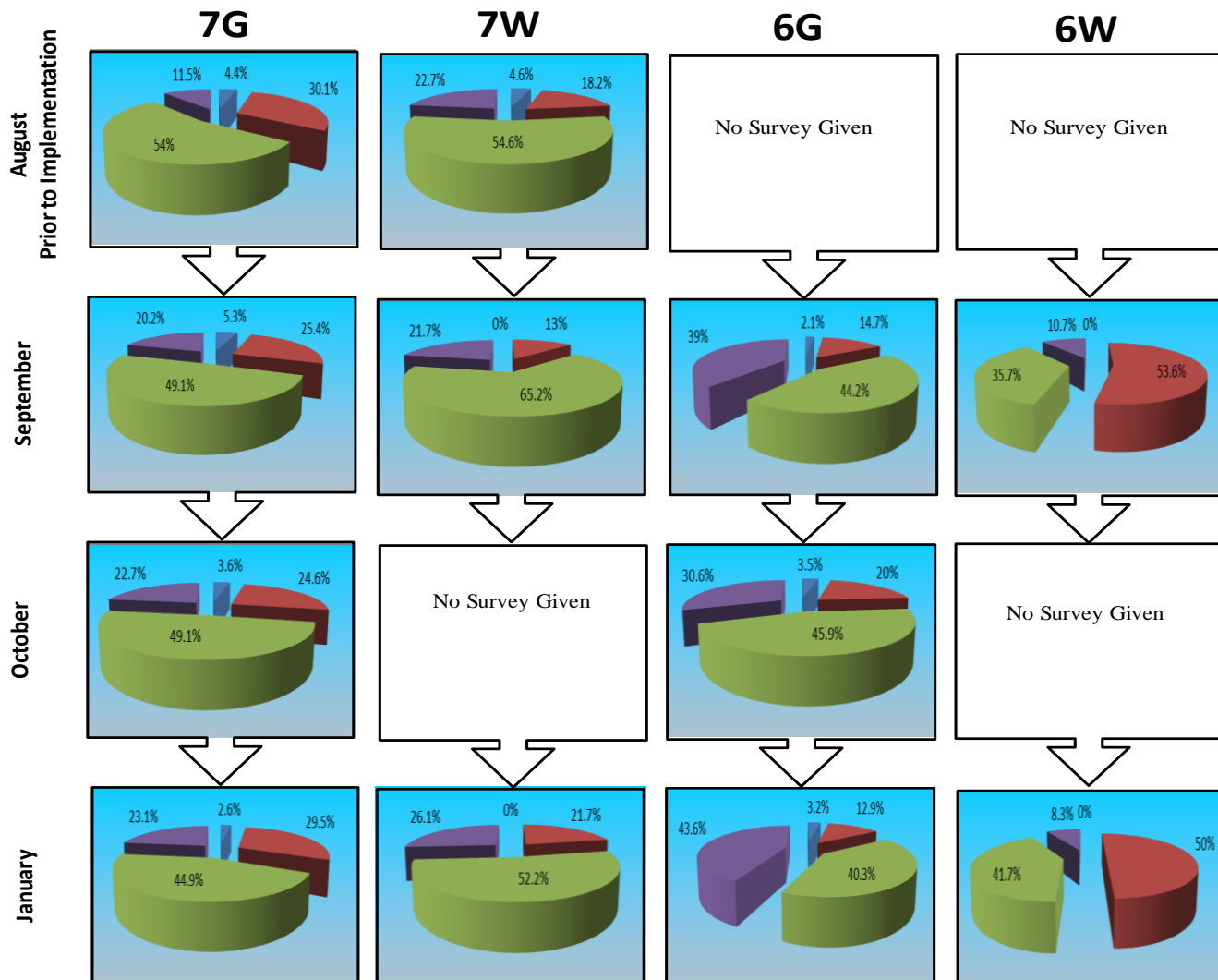


7G	August	September	October	January
1-Strongly Disagree	4.42%	5.26%	3.64%	2.56%
2-Disagree	30.09%	25.44%	24.55%	29.49%
3-Agree	53.98%	49.12%	49.09%	44.87%
4-Strongly Agree	11.50%	20.18%	22.73%	23.08%

7W	August	September	October	January
1-Strongly Disagree	4.55%	0%		0%
2-Disagree	18.18%	13.04%		21.74%
3-Agree	54.55%	65.22%		52.17%
4-Strongly Agree	22.73%	21.74%		26.09%

6G	August	September	October	January
1-Strongly Disagree		2.11%	3.53%	3.23%
2-Disagree		14.74%	20%	12.90%
3-Agree		44.21%	45.88%	40.32%
4-Strongly Agree		38.95%	30.59%	43.55%

6W	August	September	October	January
1-Strongly Disagree		0%		0%
2-Disagree		53.57%		50%
3-Agree		35.71%		41.67%
4-Strongly Agree		10.71%		8.33%

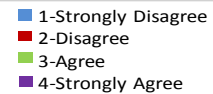


According to the data, 65.48% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them keep track of their progress the year prior. Once the new program was implemented, that percentage was 69.30% six weeks into the new program. After ten weeks, 71.82% knew that the new advisory program helped them keep track of their progress and after eighteen weeks, that percentage was 67.95%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 83.16% said that the new advisory program helped them keep track of their progress. After ten weeks, 76.47% agreed and after eighteen weeks 83.87% thought that the new advisory program helped them keep track of their progress. In August, 77.28% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them set personal goals in their advisory program the year prior. In September, 86.96% of those same students agreed and in January that percentage was 78.26%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 46.42% thought that the advisory program helped them keep track of their progress in September and that percentage was 50.00% in January.

Figure 4.18

18.) The advisory program helps us work well in groups.

Legend

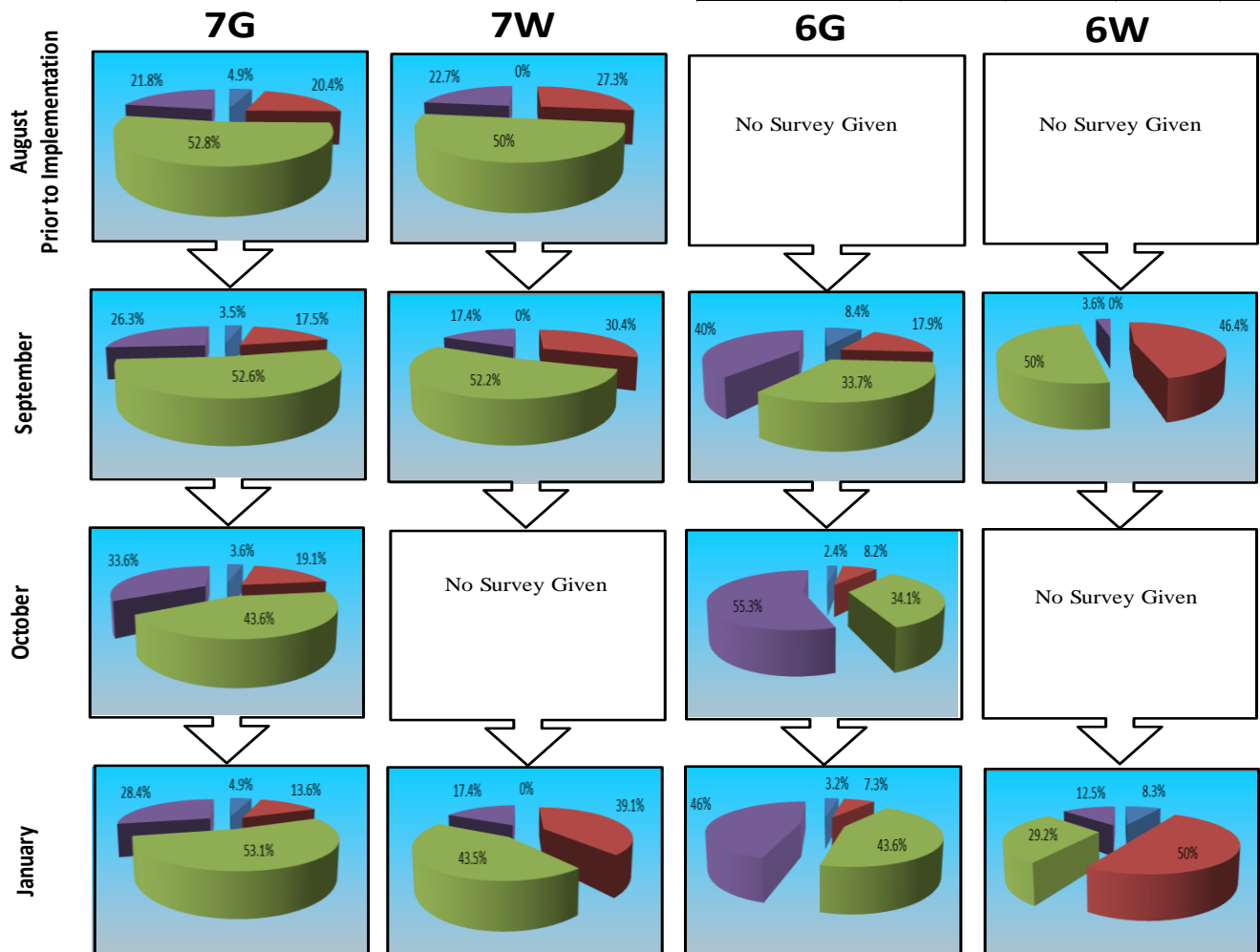


7G	August	September	October	January
1-Strongly Disagree	4.93%	3.51%	3.64%	4.94%
2-Disagree	20.42%	17.54%	19.09%	13.58%
3-Agree	52.82%	52.63%	43.64%	53.09%
4-Strongly Agree	21.83%	26.32%	33.64%	28.40%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	27.27%	30.43%		39.13%
3-Agree	50%	52.17%		43.48%
4-Strongly Agree	22.73%	17.39%		17.39%

6G	August	September	October	January
1-Strongly Disagree		8.42%	2.35%	3.23%
2-Disagree		17.89%	8.24%	7.26%
3-Agree		33.68%	34.12%	43.55%
4-Strongly Agree		40%	55.29%	45.97%

6W	August	September	October	January
1-Strongly Disagree		0%		8.33%
2-Disagree		46.43%		50%
3-Agree		50%		29.17%
4-Strongly Agree		3.57%		12.50%

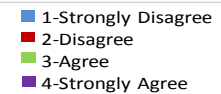


According to the data, 74.65% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them work well in groups the year prior. Once the new program was implemented, that percentage was 78.95% six weeks into the new program. After ten weeks, 77.28% knew that the new advisory program helped them work well in groups and after eighteen weeks, that percentage was 81.49%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 73.68% said that the new advisory program helped them work well in groups. After ten weeks, 89.41% agreed and after eighteen weeks 89.52% thought that the new advisory program helped them work well in groups. In August, 72.73% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them work well in groups in their advisory program the year prior. In September, 69.56% of those same students agreed and in January that percentage was 60.87%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 53.57% thought that the advisory program helped them work well in groups in September and that percentage was 41.67% in January.

Figure 4.19

19.) The advisory program teaches us respect for others.

Legend

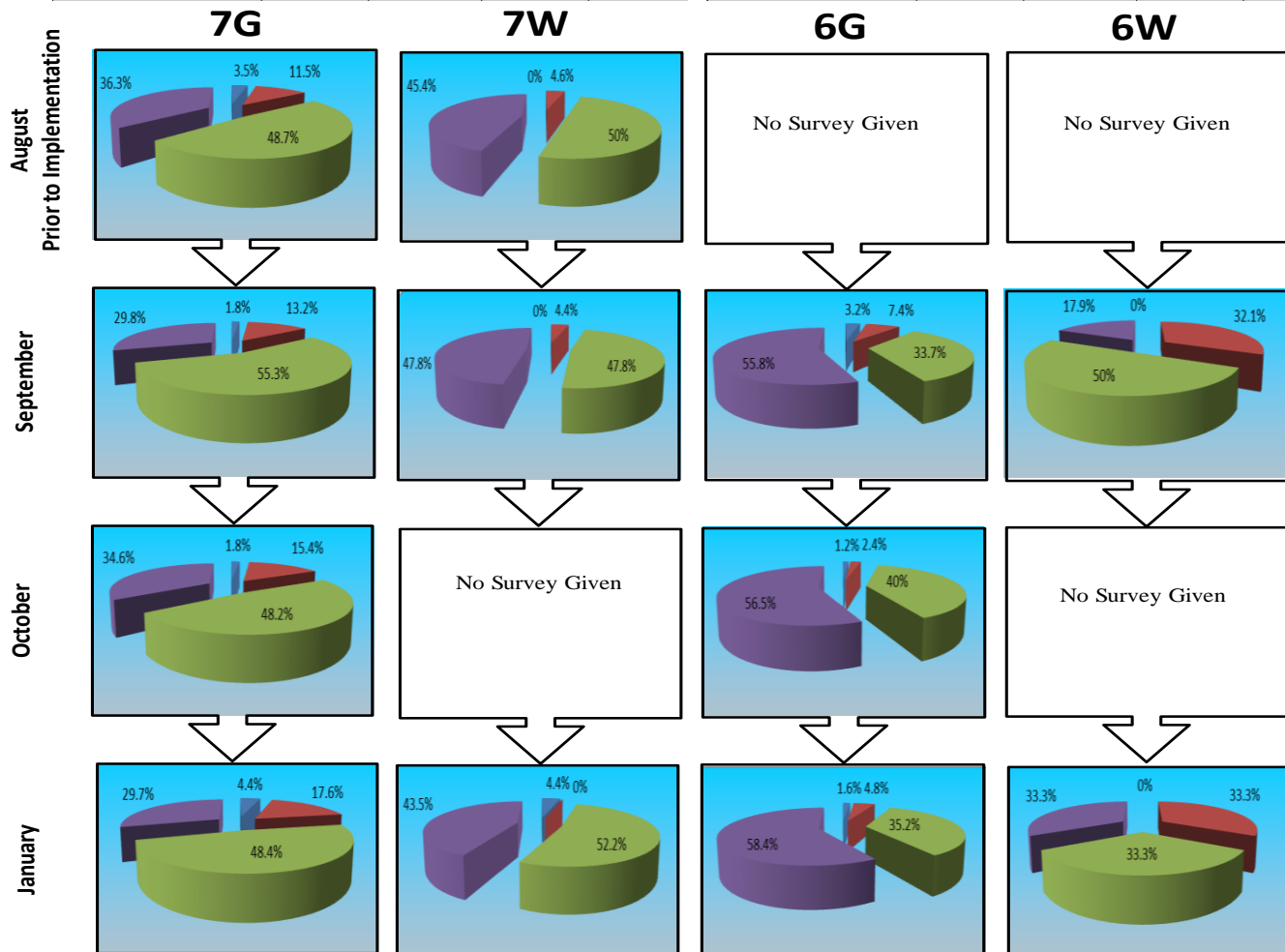


7G	August	September	October	January
1-Strongly Disagree	3.54%	1.75%	1.82%	4.40%
2-Disagree	11.50%	13.16%	15.45%	17.58%
3-Agree	48.67%	55.26%	48.18%	48.35%
4-Strongly Agree	36.28%	29.82%	34.55%	29.67%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		4.35%
2-Disagree	4.55%	4.35%		0%
3-Agree	50%	47.83%		52.17%
4-Strongly Agree	45.45%	47.83%		43.48%

6G	August	September	October	January
1-Strongly Disagree		3.16%	1.18%	1.60%
2-Disagree		7.37%	2.35%	4.80%
3-Agree		33.68%	40%	35.20%
4-Strongly Agree		55.79%	56.47%	58.40%

6W	August	September	October	January
1-Strongly Disagree		0%		0%
2-Disagree		32.14%		33.33%
3-Agree		50%		33.33%
4-Strongly Agree		17.86%		33.33%

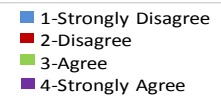


According to the data, 84.95% of the seventh graders who experienced advisory as sixth graders, agreed that advisory taught respect for others the year prior. Once the new program was implemented, that percentage was 85.08% six weeks into the new program. After ten weeks, 82.73% knew that the new advisory program taught respect for others and after eighteen weeks, that percentage was 78.02%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 89.47% said that the new advisory program taught respect for others. After ten weeks, 96.47% agreed and after eighteen weeks 93.60% thought that the new advisory program taught respect for others. In August, 95.45% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program taught respect for others in their advisory program the year prior. In September, 95.66% of those same students agreed and in January that percentage was 96.65%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 67.86% thought that the advisory program taught respect for others in September and that percentage was 66.66% in January.

Figure 4.20

20.) The advisory program helps us deal with peer pressure.

Legend

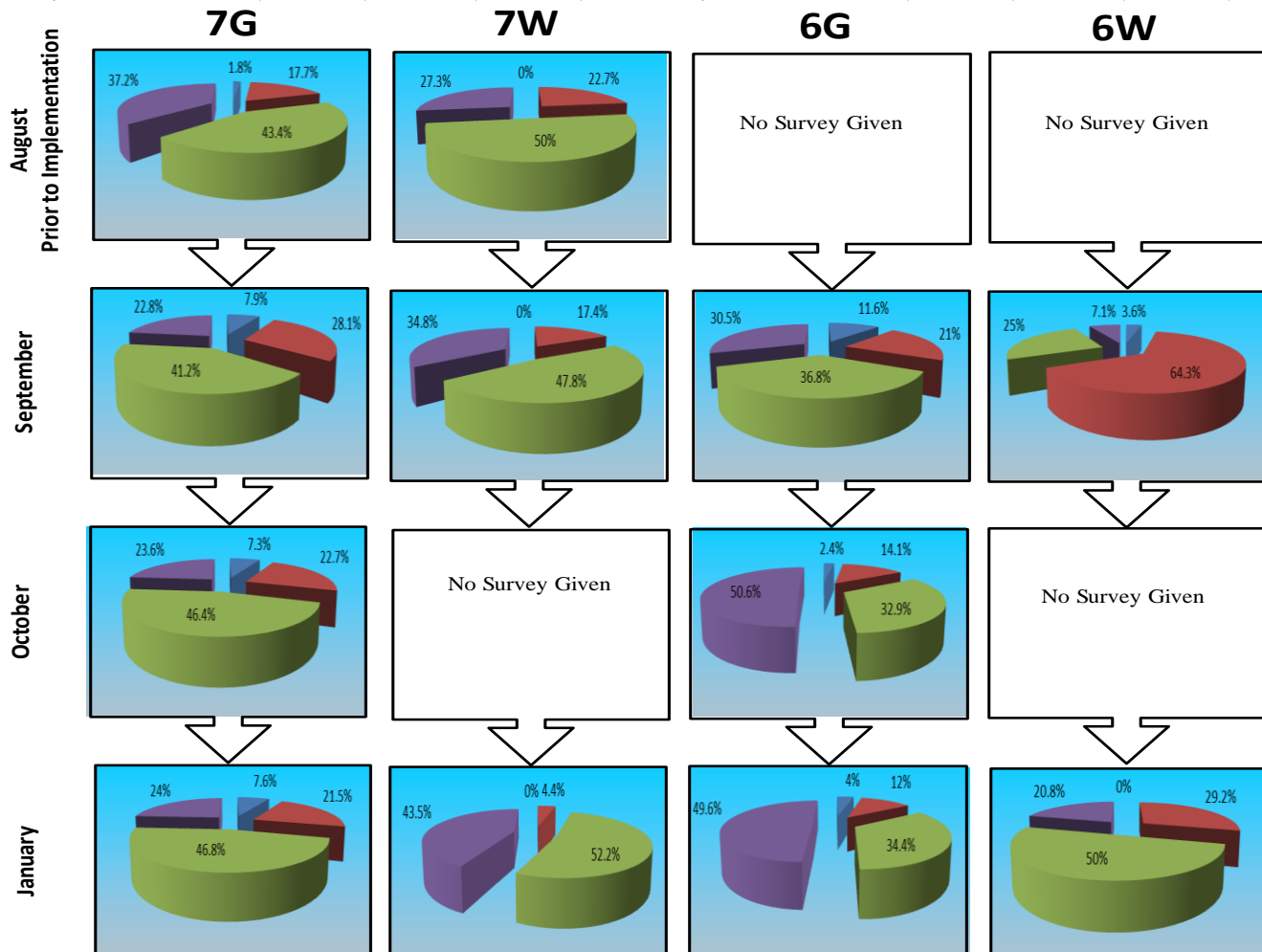


7G	August	September	October	January
1-Strongly Disagree	1.77%	7.89%	7.27%	7.59%
2-Disagree	17.70%	28.07%	22.73%	21.52%
3-Agree	43.36%	41.23%	46.36%	46.84%
4-Strongly Agree	37.17%	22.81%	23.64%	24.05%

6G	August	September	October	January
1-Strongly Disagree		11.58%	2.35%	4%
2-Disagree		21.05%	14.12%	12%
3-Agree		36.84%	32.94%	34.40%
4-Strongly Agree		30.53%	50.59%	49.60%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	22.73%	17.39%		4.35%
3-Agree	50%	47.83%		52.17%
4-Strongly Agree	27.27%	34.78%		43.48%

6W	August	September	October	January
1-Strongly Disagree		3.57%		0%
2-Disagree		64.29%		29.17%
3-Agree		25%		50%
4-Strongly Agree		7.14%		20.83%

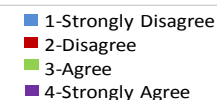


According to the data, 80.53% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them deal with peer pressure the year prior. Once the new program was implemented, that percentage was 64.04% six weeks into the new program. After ten weeks, 70.00% knew that the new advisory program helped them deal with peer pressure and after eighteen weeks, that percentage was 70.89%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 67.37% said that the new advisory program helped them deal with peer pressure. After ten weeks, 83.53% agreed and after eighteen weeks 84.00% thought that the new advisory program helped them deal with peer pressure. In August, 77.27% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them deal with peer pressure in their advisory program the year prior. In September, 82.61% of those same students agreed and in January that percentage was 95.65%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 32.14% thought that the advisory program helped them deal with peer pressure in September and that percentage was 70.83% in January.

Figure 4.21

21.) The advisory program helps us improve good work ethics (prompt, prepared, polite and productive).

Legend

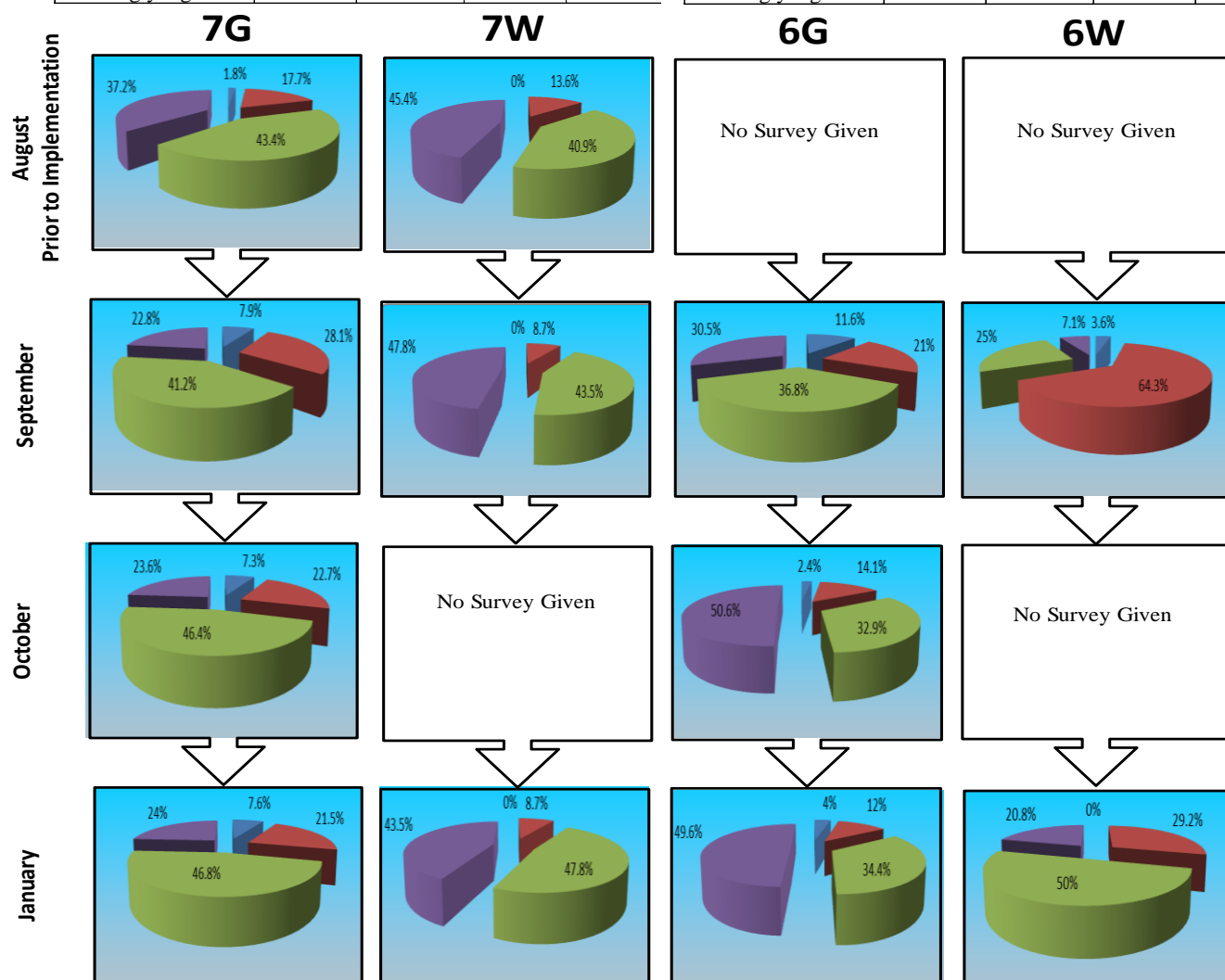


7G	August	September	October	January
1-Strongly Disagree	1.77%	7.89%	7.27%	7.59%
2-Disagree	17.70%	28.07%	22.73%	21.52%
3-Agree	43.36%	41.23%	46.36%	46.84%
4-Strongly Agree	37.17%	22.81%	23.64%	24.05%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	13.64%	8.70%		8.70%
3-Agree	40.91%	43.48%		47.83%
4-Strongly Agree	45.45%	47.83%		43.48%

6G	August	September	October	January
1-Strongly Disagree		11.58%	2.35%	4%
2-Disagree		21.05%	14.12%	12%
3-Agree		36.84%	32.94%	34.40%
4-Strongly Agree		30.53%	50.59%	49.60%

6W	August	September	October	January
1-Strongly Disagree		3.57%		0%
2-Disagree		64.29%		29.17%
3-Agree		25%		50%
4-Strongly Agree		7.14%		20.83%

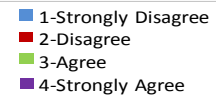


According to the data, 80.53% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them improve good work ethics the year prior. Once the new program was implemented, that percentage was 64.04% six weeks into the new program. After ten weeks, 70.00% knew that the new advisory program helped them improve good work ethics and after eighteen weeks, that percentage was 70.89%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 67.37% said that the new advisory program helped them improve good work ethics. After ten weeks, 83.53% agreed and after eighteen weeks 84.00% thought that the new advisory program helped them improve good work ethics. In August, 86.36% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them improve good work ethics in their advisory program the year prior. In September, 91.31% of those same students agreed and in January that percentage was 91.31%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 32.14% thought that the advisory program helped them improve good work ethics in September and that percentage was 70.83% in January.

Figure 4.22

22.) The advisory program helps us feel comfortable coming in to and leaving our middle school.

Legend

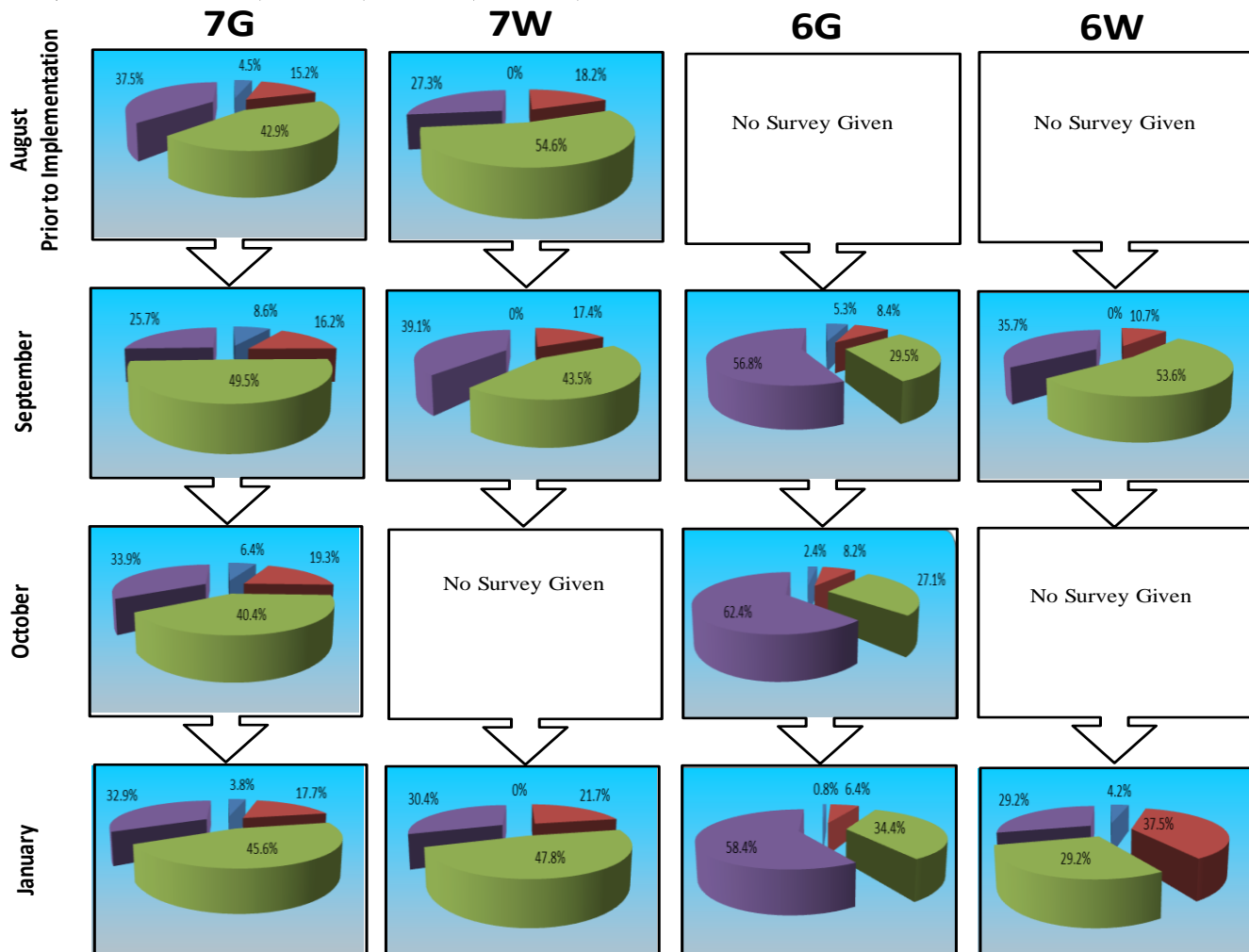


7G	August	September	October	January
1-Strongly Disagree	4.46%	8.57%	6.42%	3.80%
2-Disagree	15.18%	16.19%	19.27%	17.72%
3-Agree	42.86%	49.52%	40.37%	45.57%
4-Strongly Agree	37.50%	25.71%	33.94%	32.91%

6G	August	September	October	January
1-Strongly Disagree		5.26%	2.35%	0.80%
2-Disagree		8.42%	8.24%	6.40%
3-Agree		29.47%	27.06%	34.40%
4-Strongly Agree		56.84%	62.35%	58.40%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	18.18%	17.39%		21.74%
3-Agree	54.55%	43.48%		47.83%
4-Strongly Agree	27.27%	39.13%		30.43%

6W	August	September	October	January
1-Strongly Disagree		0%		4.17%
2-Disagree		10.71%		37.50%
3-Agree		53.57%		29.17%
4-Strongly Agree		35.71%		29.17%

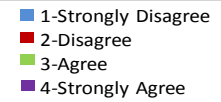


According to the data, 80.36% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them feel comfortable coming in to and leaving our middle school the year prior. Once the new program was implemented, that percentage was 75.23% six weeks into the new program. After ten weeks, 74.31% knew that the new advisory program helped them feel comfortable coming in to and leaving our middle school and after eighteen weeks, that percentage was 78.48%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 86.31% said that the new advisory program helped them feel comfortable coming in to and leaving our middle school. After ten weeks, 89.41% agreed and after eighteen weeks 92.80% thought that the new advisory program helped them feel comfortable coming in to and leaving our middle school. In August, 81.82% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them feel comfortable coming in to and leaving our middle school in their advisory program the year prior. In September, 82.61% of those same students agreed and in January that percentage was 78.26%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 89.28% thought that the advisory program helped them feel comfortable coming in to and leaving our middle school in September and that percentage was 58.34% in January.

Figure 4.23

23.) The advisory program encourages school spirit.

Legend

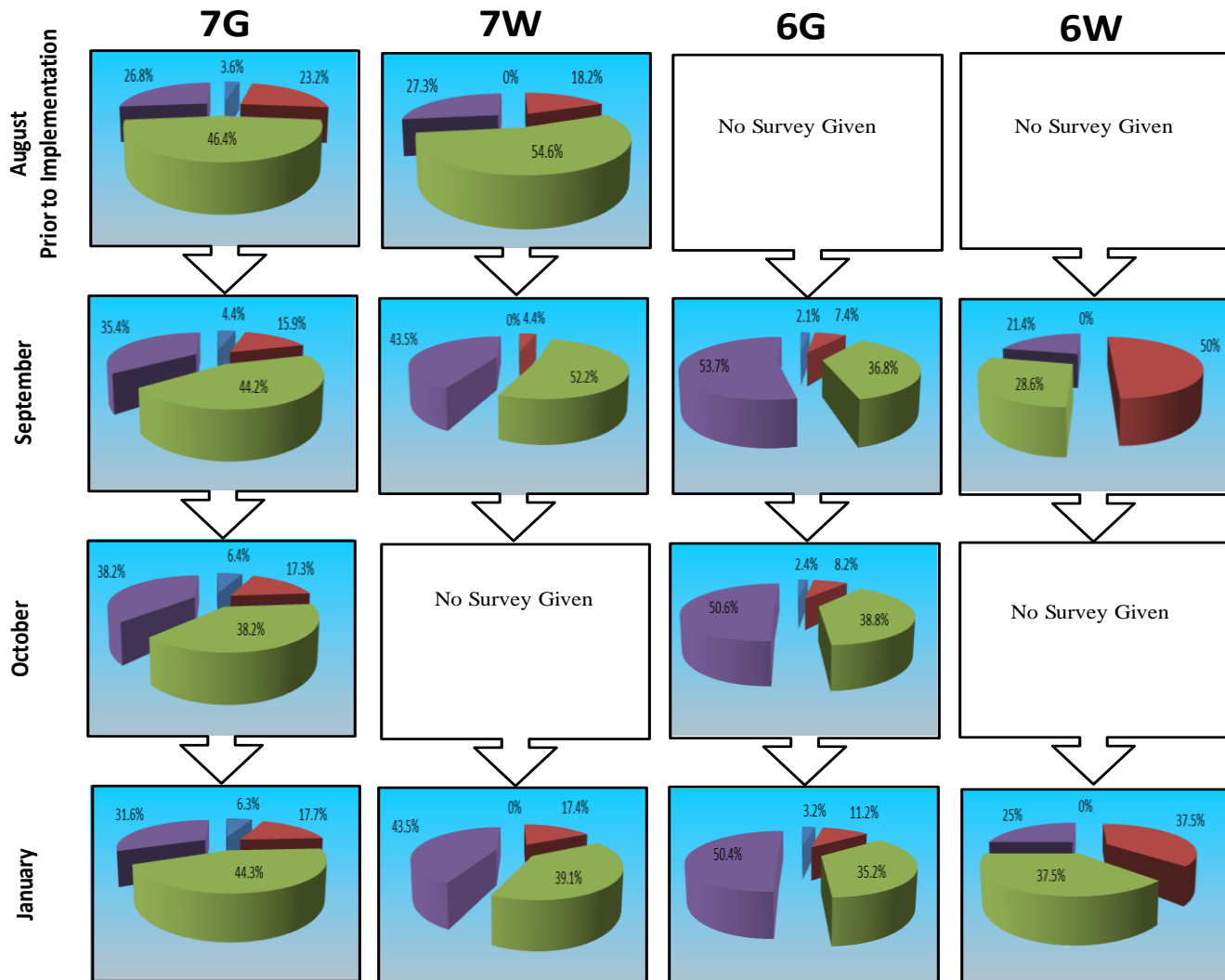


7G	August	September	October	January
1-Strongly Disagree	3.57%	4.42%	6.36%	6.33%
2-Disagree	23.21%	15.93%	17.27%	17.72%
3-Agree	46.43%	44.25%	38.18%	44.30%
4-Strongly Agree	26.79%	35.40%	38.18%	31.65%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	18.18%	4.35%		17.39%
3-Agree	54.55%	52.17%		39.13%
4-Strongly Agree	27.27%	43.48%		43.48%

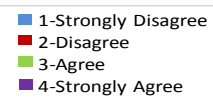
6G	August	September	October	January
1-Strongly Disagree		2.11%	2.35%	3.20%
2-Disagree		7.37%	8.24%	11.20%
3-Agree		36.84%	38.82%	35.20%
4-Strongly Agree		53.68%	50.59%	50.40%

6W	August	September	October	January
1-Strongly Disagree		0%		0%
2-Disagree		50%		37.50%
3-Agree		28.57%		37.50%
4-Strongly Agree		21.43%		25%



According to the data, 73.22% of the seventh graders who experienced advisory as sixth graders, agreed that advisory encouraged school spirit the year prior. Once the new program was implemented, that percentage was 79.65% six weeks into the new program. After ten weeks, 76.36% knew that the new advisory program encouraged school spirit and after eighteen weeks, that percentage was 75.95%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 90.52% said that the new advisory program encouraged school spirit. After ten weeks, 89.41% agreed and after eighteen weeks 85.60% thought that the new advisory program encouraged school spirit. In August, 81.82% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program encouraged school spirit in their advisory program the year prior. In September, 95.65% of those same students agreed and in January that percentage was 82.61%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 50.00% thought that the advisory program encouraged school spirit in September and that percentage was 62.50% in January.

Figure 4.24

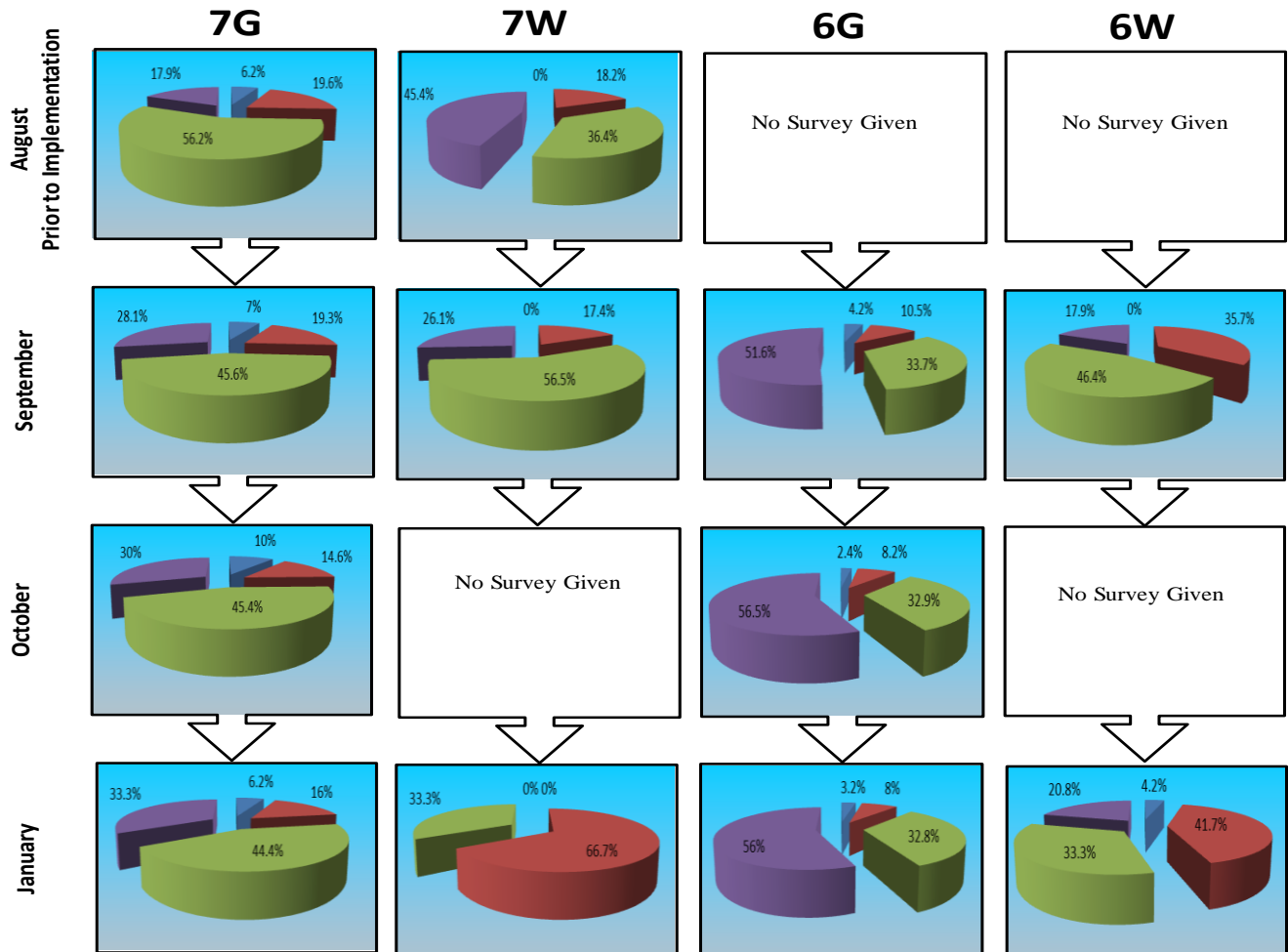
24.) The advisory program helps me feel like I belong here.**Legend**

7G	August	September	October	January
1-Strongly Disagree	6.25%	7.02%	10%	6.17%
2-Disagree	19.64%	19.30%	14.55%	16.05%
3-Agree	56.25%	45.61%	45.45%	44.44%
4-Strongly Agree	17.86%	28.07%	30%	33.33%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	18.18%	17.39%		66.67%
3-Agree	36.36%	56.52%		33.33%
4-Strongly Agree	45.45%	26.09%		0%

6G	August	September	October	January
1-Strongly Disagree		4.21%	2.35%	3.20%
2-Disagree		10.53%	8.24%	8%
3-Agree		33.68%	32.94%	32.80%
4-Strongly Agree		51.58%	56.47%	56%

6W	August	September	October	January
1-Strongly Disagree		0%		4.17%
2-Disagree		35.71%		41.67%
3-Agree		46.43%		33.33%
4-Strongly Agree		17.86%		20.83%

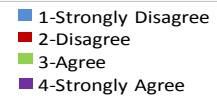


According to the data, 74.11% of the seventh graders who experienced advisory as sixth graders, agreed that advisory helped them feel like they belonged the year prior. Once the new program was implemented, that percentage was 73.68% six weeks into the new program. After ten weeks, 75.45% knew that the new advisory program helped them feel like they belonged and after eighteen weeks, that percentage was 77.77%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 85.26% said that the new advisory program helped them feel like they belonged. After ten weeks, 89.41% agreed and after eighteen weeks 88.80% thought that the new advisory program helped them feel like they belonged. In August, 81.81% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that the advisory program helped them feel like they belonged the year prior. In September, 82.61% of those same students agreed and in January that percentage was 33.00%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 64.21% thought that the advisory program helped them feel like they belonged in September and that percentage was 54.61% in January.

Figure 4.25

25.) We participate in community service activities.

Legend

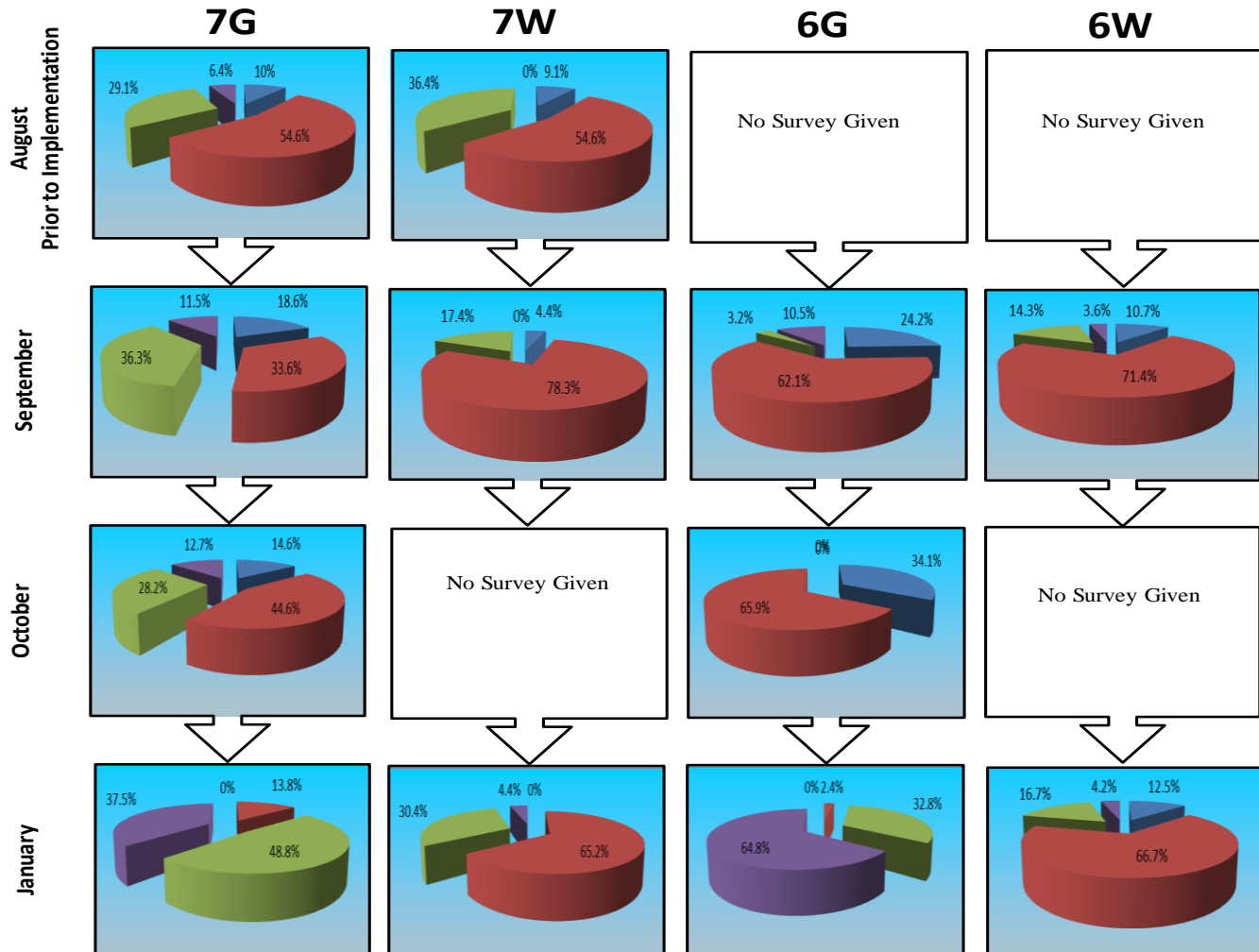


7G	August	September	October	January
1-Strongly Disagree	10%	18.58%	14.55%	0%
2-Disagree	54.55%	33.63%	44.55%	13.75%
3-Agree	29.09%	36.28%	28.18%	48.75%
4-Strongly Agree	6.36%	11.50%	12.73%	37.50%

6G	August	September	October	January
1-Strongly Disagree		24.21%	34.12%	0%
2-Disagree		62.11%	65.88%	2.40%
3-Agree		3.16%	0%	32.80%
4-Strongly Agree		10.53%	0%	64.80%

7W	August	September	October	January
1-Strongly Disagree	9.09%	4.35%		0%
2-Disagree	54.55%	78.26%		65.22%
3-Agree	36.36%	17.39%		30.43%
4-Strongly Agree	0%	0%		4.35%

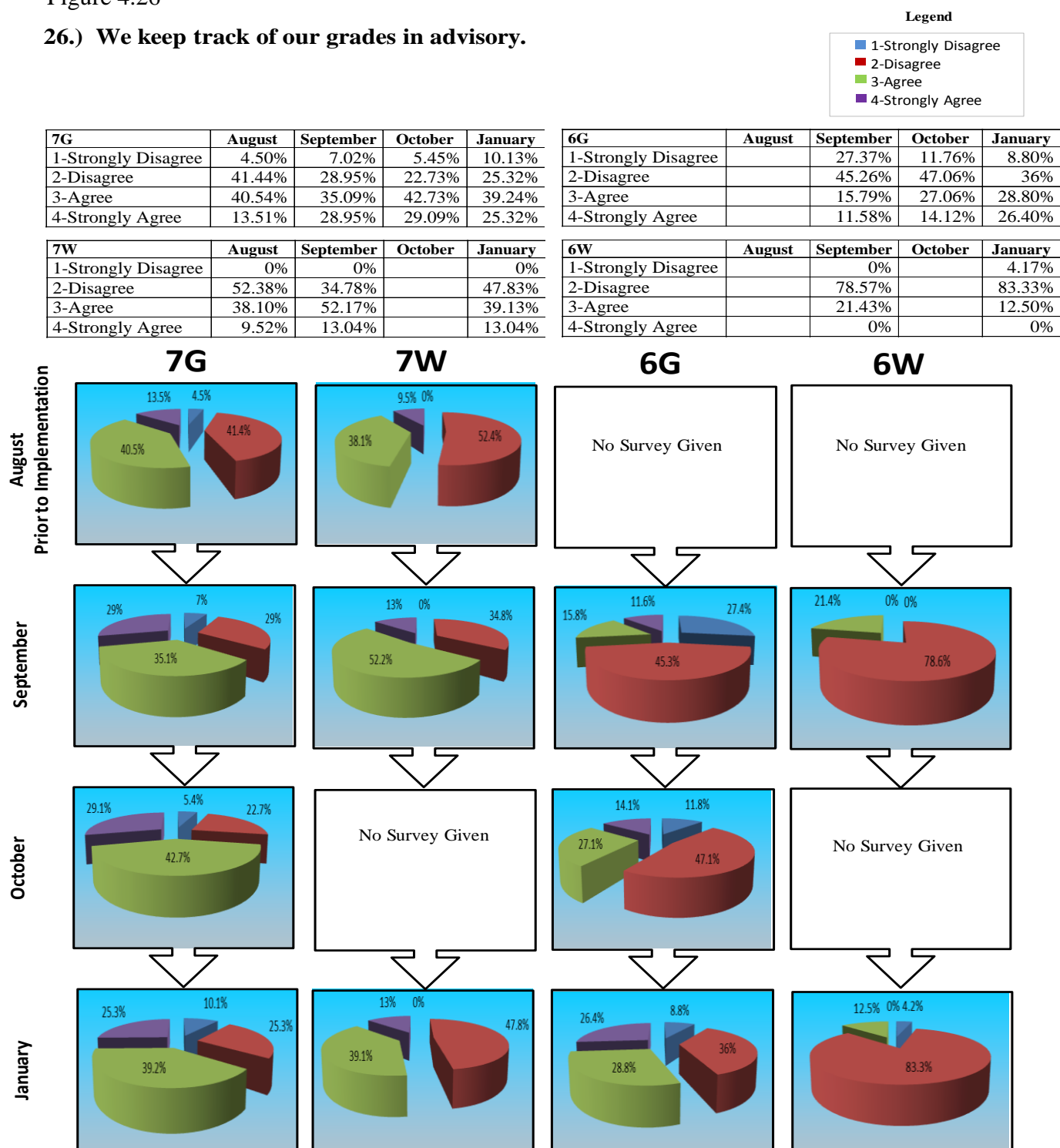
6W	August	September	October	January
1-Strongly Disagree		10.71%		12.50%
2-Disagree		71.43%		66.67%
3-Agree		14.29%		16.67%
4-Strongly Agree		3.57%		4.17%



According to the data, 35.45% of the seventh graders who experienced advisory as sixth graders, agreed that they participated in community service the year prior. Once the new program was implemented, that percentage was 47.78% six weeks into the new program. After ten weeks, 40.91% knew that they participated in community service activities in the new advisory program and after eighteen weeks, that percentage was 86.25%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 13.69% said that they participated in community service in the new advisory program. After ten weeks, 0% agreed and after eighteen weeks 97.60% thought that they participated in community service. In August, 36.36% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that they participated in community service in the advisory program the year prior. In September, 17.39% of those same students agreed and in January that percentage was 34.78%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 17.86% thought that they participated in community service in September and that percentage was 20.84% in January.

Figure 4.26

26.) We keep track of our grades in advisory.

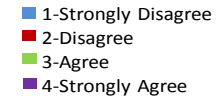


According to the data, 54.05% of the seventh graders who experienced advisory as sixth graders, agreed that they kept track of their grades in advisory the year prior. Once the new program was implemented, that percentage was 64.04% six weeks into the new program. After ten weeks, 71.81% knew that they could keep track of their grades in the new advisory program and after eighteen weeks, that percentage was 64.56%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 27.37% said that they kept track of their grades in the new advisory program. After ten weeks, 41.18% agreed and after eighteen weeks 55.20% thought that they kept track of their grades. In August, 47.62% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that they kept track of their grades in the advisory program the year prior. In September, 65.21% of those same students agreed and in January that percentage was 52.17%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 21.43% thought kept track of their grades in September and that percentage was 12.50% in January.

Figure 4.27

27.) I can talk to my advisor about my grades.

Legend

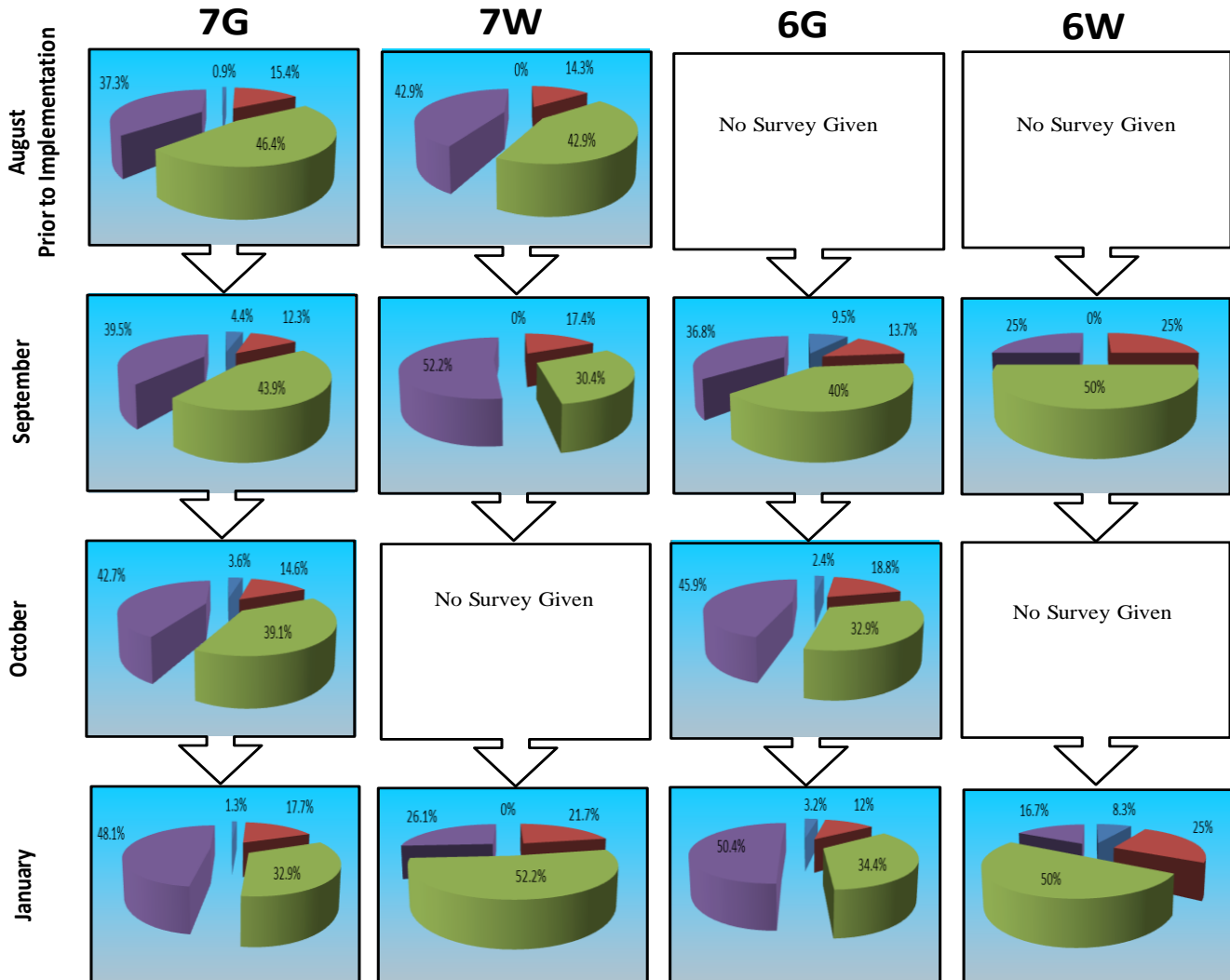


7G	August	September	October	January
1-Strongly Disagree	0.91%	4.39%	3.64%	1.27%
2-Disagree	15.45%	12.28%	14.55%	17.72%
3-Agree	46.36%	43.86%	39.09%	32.91%
4-Strongly Agree	37.27%	39.47%	42.73%	48.10%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	14.29%	17.39%		21.74%
3-Agree	42.86%	30.43%		52.17%
4-Strongly Agree	42.86%	52.17%		26.09%

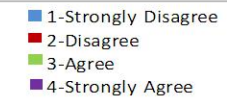
6G	August	September	October	January
1-Strongly Disagree		9.47%	2.35%	3.20%
2-Disagree		13.68%	18.82%	12%
3-Agree		40%	32.94%	34.40%
4-Strongly Agree		36.84%	45.88%	50.40%

6W	August	September	October	January
1-Strongly Disagree		0%		8.33%
2-Disagree		25%		25%
3-Agree		50%		50%
4-Strongly Agree		25%		16.67%



According to the data, 83.63% of the seventh graders who experienced advisory as sixth graders, agreed that they could talk to their advisor about their grades in advisory the year prior. Once the new program was implemented, that percentage was 83.33% six weeks into the new program. After ten weeks, 81.82% knew that they could talk to their advisor about their grades in the new advisory program and after eighteen weeks, that percentage was 81.01%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 76.84% said that they could talk to their advisor about their grades in the new advisory program. After ten weeks, 78.82% agreed and after eighteen weeks 84.80% thought that they could talk to their advisors about their grades. In August, 85.72% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that they could talk to their advisors about their grades in the advisory program the year prior. In September, 82.60% of those same students agreed and in January that percentage was 78.26%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 75.00% thought that they could talk to their advisors about their grades in September and that percentage was 66.67% in January.

Figure 4.28

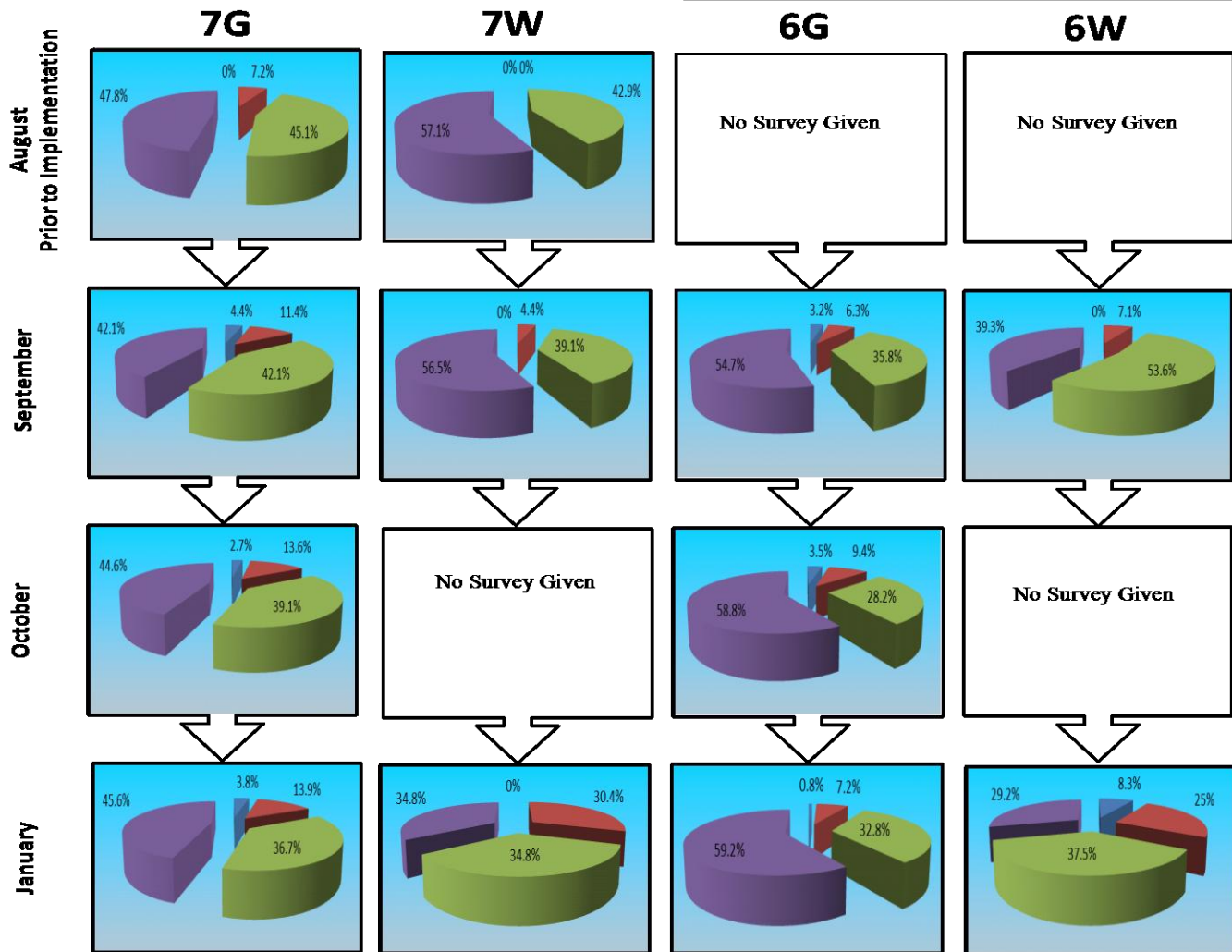
28.) I can ask my advisor for help with my schoolwork.**Legend**

7G	August	September	October	January
1-Strongly Disagree	0%	4.39%	2.73%	3.80%
2-Disagree	7.21%	11.40%	13.64%	13.92%
3-Agree	45.05%	42.11%	39.09%	36.71%
4-Strongly Agree	47.75%	42.11%	44.55%	45.57%

6G	August	September	October	January
1-Strongly Disagree		3.16%	3.53%	0.80%
2-Disagree		6.32%	9.41%	7.20%
3-Agree		35.79%	28.24%	32.80%
4-Strongly Agree		54.74%	58.82%	59.20%

7W	August	September	October	January
1-Strongly Disagree	0%	0%		0%
2-Disagree	0%	4.35%		30.43%
3-Agree	42.86%	39.13%		34.78%
4-Strongly Agree	57.14%	56.52%		34.78%

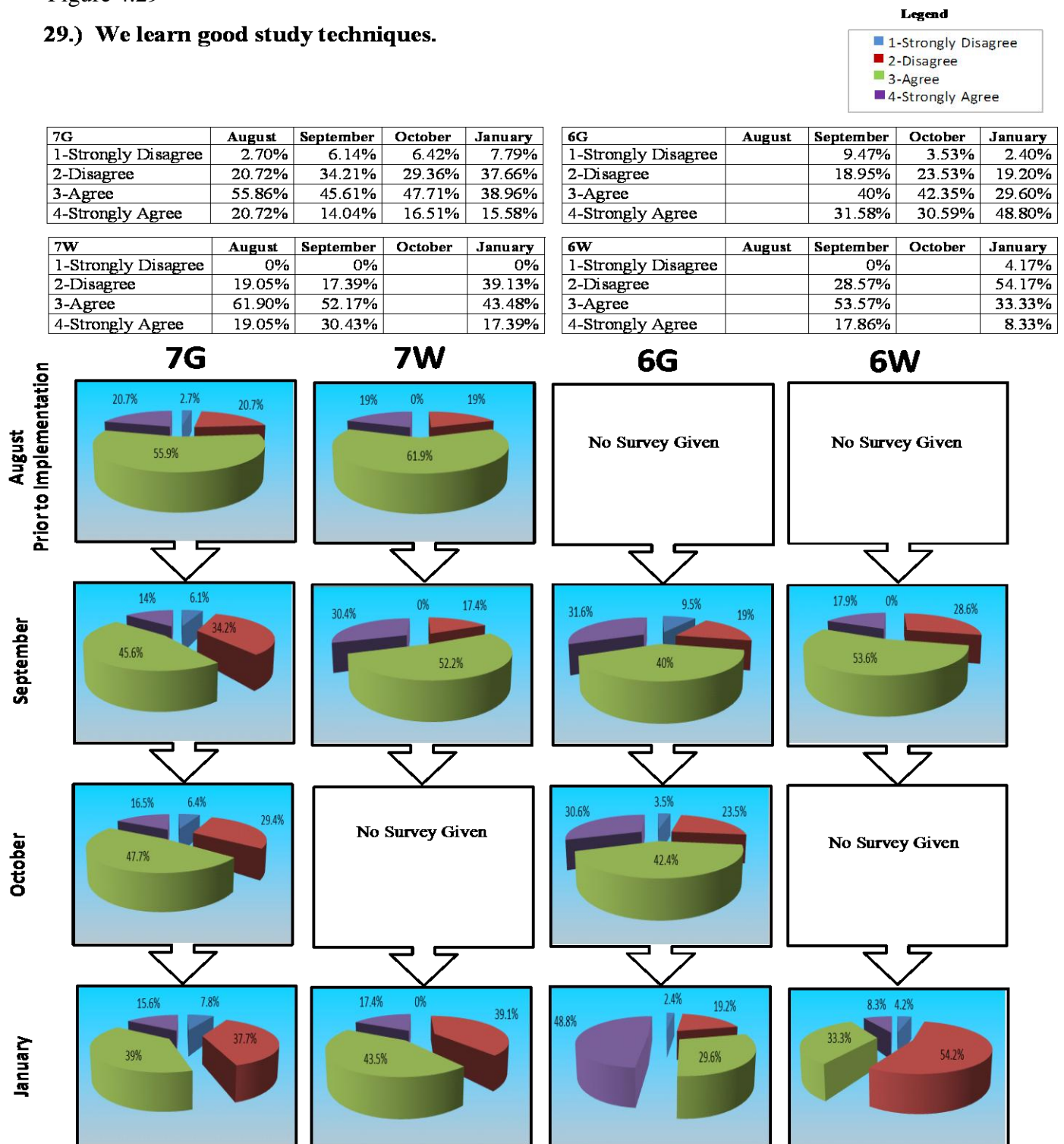
6W	August	September	October	January
1-Strongly Disagree		0%		8.33%
2-Disagree		7.14%		2.5%
3-Agree		53.57%		37.50%
4-Strongly Agree		39.29%		29.17%



According to the data, 92.80% of the seventh graders who experienced advisory as sixth graders, agreed that they can ask their advisor for help with their schoolwork in advisory the year prior. Once the new program was implemented, that percentage was 84.22% six weeks into the new program. After ten weeks, 83.64% knew that they could ask their advisor for help with their schoolwork in the new advisory program and after eighteen weeks, that percentage was 82.28%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 95.03% said that they could ask their advisor for help with their schoolwork in the new advisory program. After ten weeks, 87.06% agreed and after eighteen weeks 92.00% thought that they could ask their advisors for help with their schoolwork. In August, 100.00% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that they could ask their advisors for help with their schoolwork in the advisory program the year prior. In September, 95.65% of those same students agreed and in January that percentage was 69.56%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 92.86% thought that they could ask their advisors for help with their schoolwork in September and that percentage was 66.67% in January.

Figure 4.29

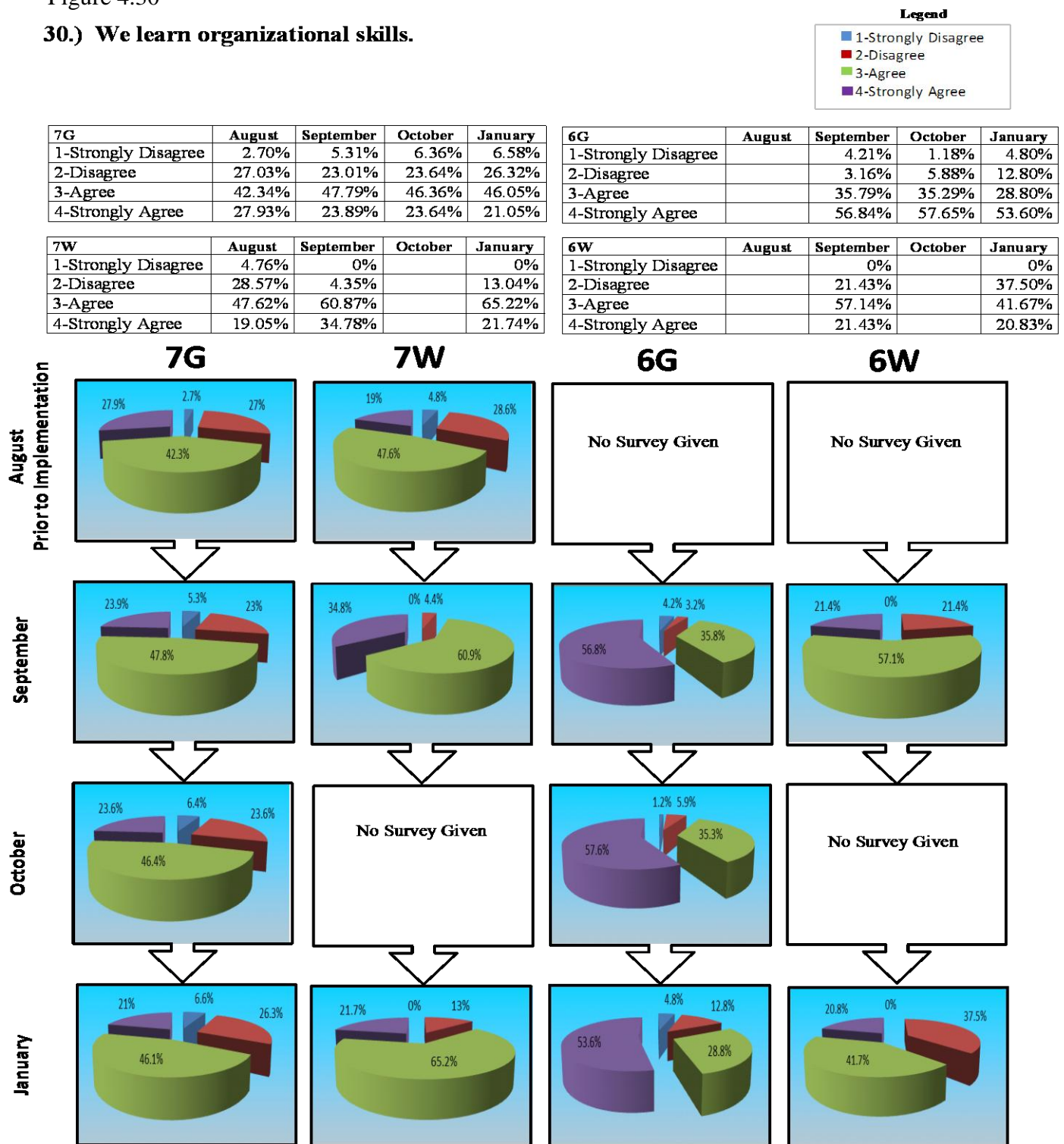
29.) We learn good study techniques.



According to the data, 76.58% of the seventh graders who experienced advisory as sixth graders, agreed that they learned good study techniques in advisory the year prior. Once the new program was implemented, that percentage was 59.65% six weeks into the new program. After ten weeks, 64.22% knew that they learned good study techniques in the new advisory program and after eighteen weeks, that percentage was 54.54%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 71.58% said that they learned good study techniques in the new advisory program. After ten weeks, 72.94% agreed and after eighteen weeks 78.40% thought that they learned good study techniques. In August, 80.95% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that they learned good study techniques in the advisory program the year prior. In September, 82.60% of those same students agreed and in January that percentage was 60.87%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 71.43% thought that they learned good study techniques in September and that percentage was 41.66% in January.

Figure 4.30

30.) We learn organizational skills.



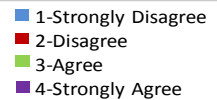
According to the data, 70.27% of the seventh graders who experienced advisory as sixth graders, agreed that they learned organizational skills in advisory the year prior. Once the new program was implemented, that percentage was 71.68% six weeks into the new program. After ten weeks, 70.00% knew that they learned organizational skills in the new advisory program and after eighteen weeks, that percentage was 67.10%. The current sixth grade students had never experienced advisory until participating in the new program. After six weeks, 92.63% said that they learned good organizational skills in the new advisory program. After ten weeks, 92.94% agreed and after eighteen weeks 82.40% thought that they learned good organizational skills. In August, 66.67% of the seventh graders not participating in the new program, 7W, who experienced advisory as sixth graders, agreed that they learned good organizational skills in the advisory program the year prior. In September, 95.65% of those same students agreed and in January that percentage was 86.96%. Of the sixth grade students who did not participate in any advisory last year, and experienced an advisory program other than the tested program this year, 78.57% thought that they learned good organizational skills in September and that percentage was 62.50% in January.

TEACHERS SURVEY

Figure 4.31

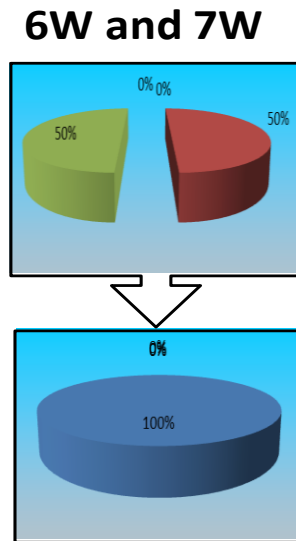
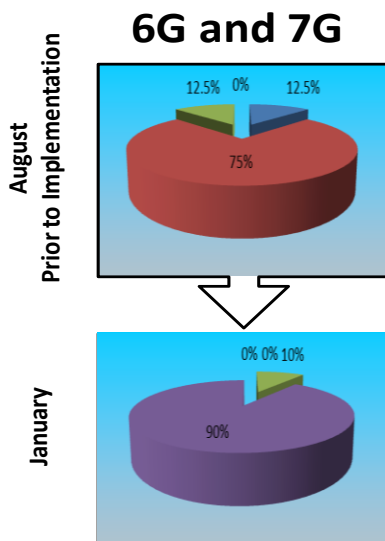
1.) Our advisory program has a clearly stated purpose that is agreed upon by all staff members.

Legend



6G and 7G	August	January
1-Strongly Disagree	12.50%	0%
2-Disagree	75%	0%
3-Agree	12.50%	10%
4-Strongly Agree	0%	90%

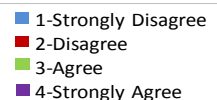
6W and 7W	August	January
1-Strongly Disagree	0%	100%
2-Disagree	50%	0%
3-Agree	50%	0%
4-Strongly Agree	0%	0%



According to the data, 12.50% of the experimental group teachers, 6G and 7G, agreed their advisory program had a clearly stated purpose that was agreed upon by all staff members in the year prior. After eighteen weeks into the new advisory program that percentage increased to 100%. In August, 50% of the control group teachers, 6W and 7W, agreed their advisory program had a clearly stated purpose that was agreed upon by all staff members in the year prior. After eighteen weeks, 0% agreed.

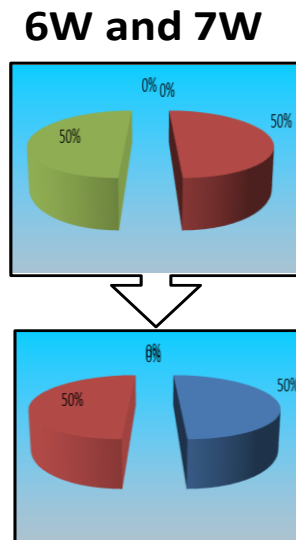
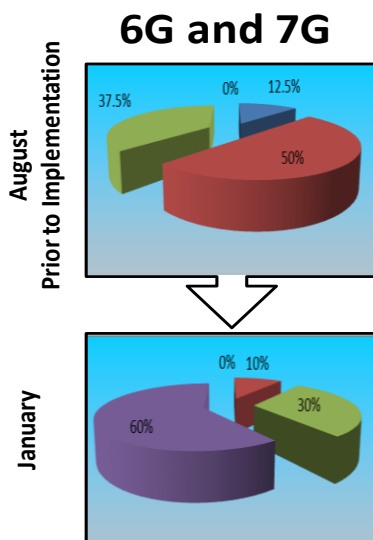
2.) Objectives within advisory are reviewed and reaffirmed regularly.

Legend



6G and 7G	August	January
1-Strongly Disagree	12.50%	0%
2-Disagree	50%	10%
3-Agree	37.50%	30%
4-Strongly Agree	0%	60%

6W and 7W	August	January
1-Strongly Disagree	0%	50%
2-Disagree	50%	50%
3-Agree	50%	0%
4-Strongly Agree	0%	0%

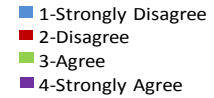


According to the data, 37.50% of the experimental group teachers, 6G and 7G, agreed that objectives within advisory are reviewed and reaffirmed regularly in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 50% of the control group teachers, 6W and 7W, agreed that objectives within advisory are reviewed and reaffirmed regularly in the year prior. After eighteen weeks, 0% agreed.

Figure 4.32

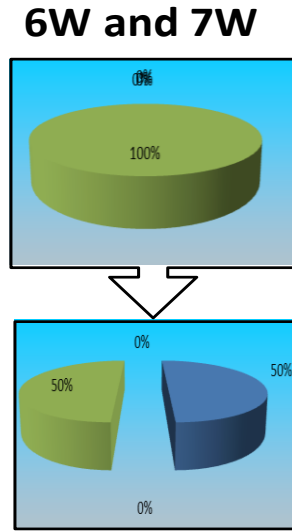
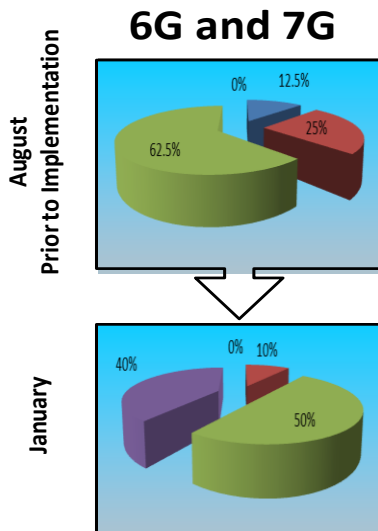
3.) Objectives of the program include a balance between the academic and social-emotional.

Legend



6G and 7G	August	January
1-Strongly Disagree	12.50%	0%
2-Disagree	25%	10%
3-Agree	62.50%	50%
4-Strongly Agree	0%	40%

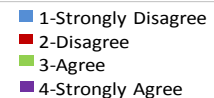
6W and 7W	August	January
1-Strongly Disagree	0%	50%
2-Disagree	0%	0%
3-Agree	100%	50%
4-Strongly Agree	0%	0%



According to the data, 62.50% of the experimental group teachers, 6G and 7G, agreed that the objectives of the program include a balance between the academic and social-emotional in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90% . In August, 100% of the control group teachers, 6W and 7W, agreed that the objectives of the program include a balance between the academic and social-emotional in the year prior. After eighteen weeks, 50% agreed.

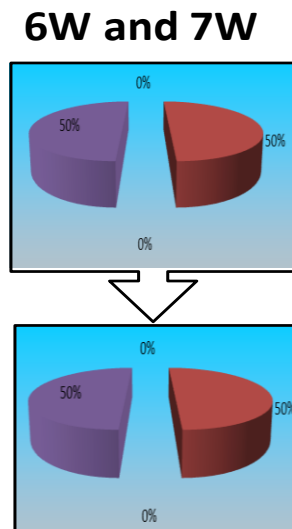
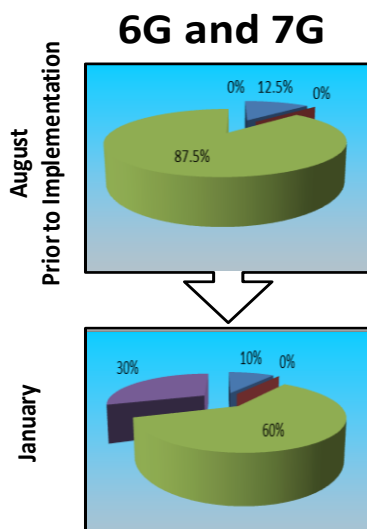
4.) School administration supports the advisory program.

Legend



6G and 7G	August	January
1-Strongly Disagree	12.50%	10%
2-Disagree	0%	0%
3-Agree	87.50%	60%
4-Strongly Agree	0%	30%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	50%	50%
3-Agree	0%	0%
4-Strongly Agree	50%	50%

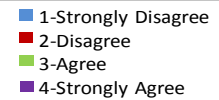


According to the data, 87.50% of the experimental group teachers, 6G and 7G, agreed that school administration supports the advisory program in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90% . In August, 50% of the control group teachers, 6W and 7W, agreed that school administration supports the advisory program in the year prior. After eighteen weeks, 50% agreed.

Figure 4.33

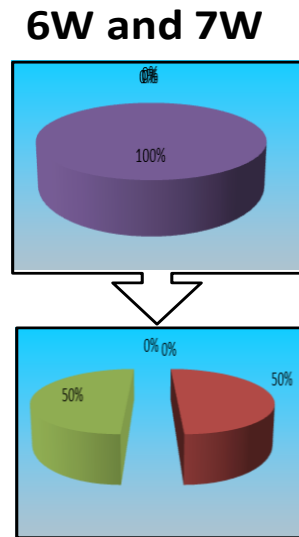
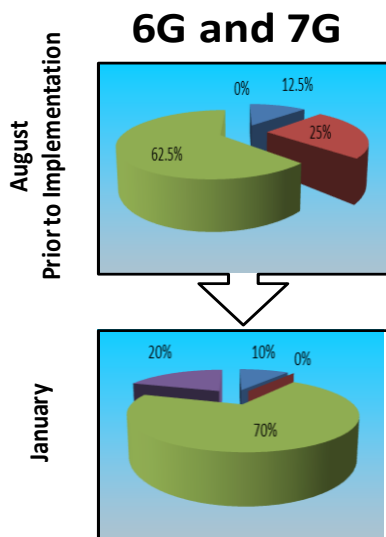
5.) All staff members share responsibility for the advisory program.

Legend



6G and 7G	August	January
1-Strongly Disagree	12.50%	10%
2-Disagree	25%	0%
3-Agree	62.50%	70%
4-Strongly Agree	0%	20%

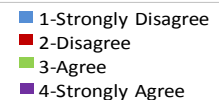
6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	0%	50%
4-Strongly Agree	100%	0%



According to the data, 62.50% of the experimental group teachers, 6G and 7G, agreed that all staff members share responsibility for the advisory program in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 100% of the control group teachers, 6W and 7W, agreed that all staff members share responsibility for the advisory program in the year prior. After eighteen weeks, 50% agreed.

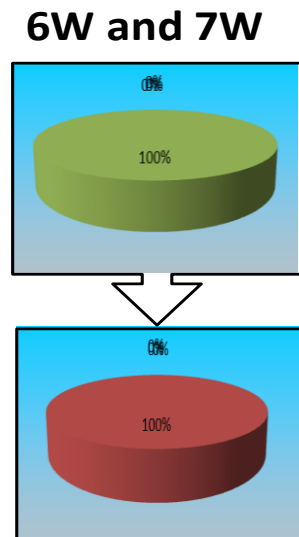
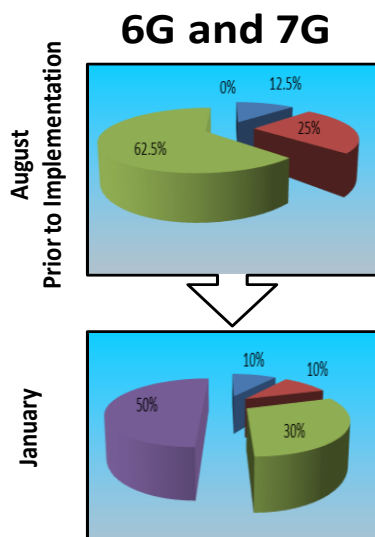
6.) Faculty members interact regularly to discuss the advisory activities.

Legend



6G and 7G	August	January
1-Strongly Disagree	12.50%	10%
2-Disagree	25%	10%
3-Agree	62.50%	30%
4-Strongly Agree	0%	50%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	100%
3-Agree	100%	0%
4-Strongly Agree	0%	0%

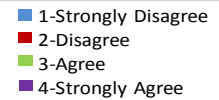


According to the data, 62.50% of the experimental group teachers, 6G and 7G, agreed that faculty members interact regularly to discuss the advisory activities in the year prior. After eighteen weeks into the new advisory program that percentage increased to 80%. In August, 100% of the control group teachers, 6W and 7W, agreed that faculty members interact regularly to discuss the advisory activities in the year prior. After eighteen weeks, 0% agreed.

Figure 4.34

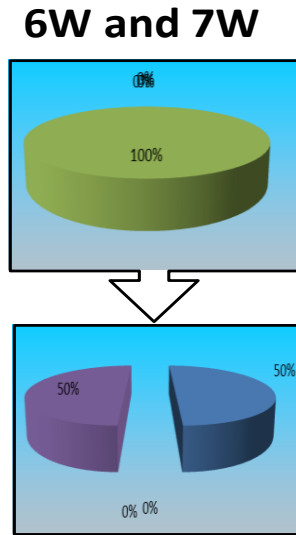
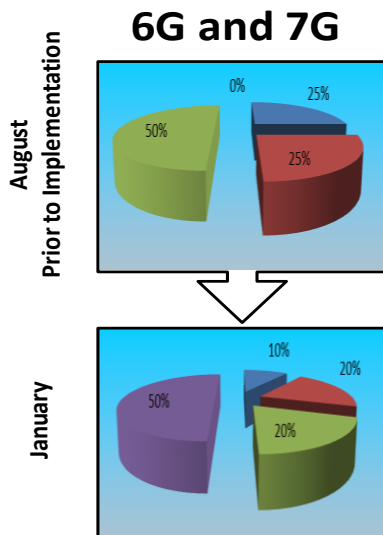
7.) Faculty members are provided time to meet and plan the activities of the advisory program.

Legend



6G and 7G	August	January
1-Strongly Disagree	25%	10%
2-Disagree	25%	20%
3-Agree	50%	20%
4-Strongly Agree	0%	50%

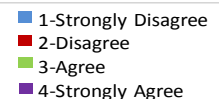
6W and 7W	August	January
1-Strongly Disagree	0%	50%
2-Disagree	0%	0%
3-Agree	100%	0%
4-Strongly Agree	0%	50%



According to the data, 50% of the experimental group teachers, 6G and 7G, agreed that faculty members are provided time to meet and plan the activities of the advisory program in the year prior. After eighteen weeks into the new advisory program that percentage increased to 70% . In August, 100% of the control group teachers, 6W and 7W, agreed that faculty members are provided time to meet and plan the activities of the advisory program in the year prior. After eighteen weeks, 50% agreed.

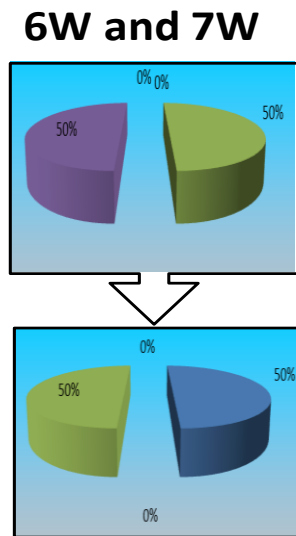
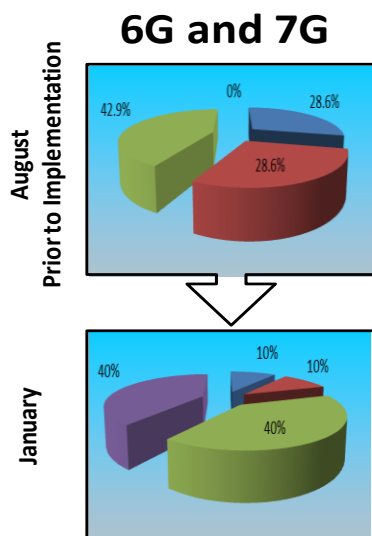
8.) Faculty members are provided with information that helps them interact with students on difficult, sensitive social or emotional issues.

Legend



6G and 7G	August	January
1-Strongly Disagree	28.57%	10%
2-Disagree	28.57%	10%
3-Agree	42.86%	40%
4-Strongly Agree	0%	40%

6W and 7W	August	January
1-Strongly Disagree	0%	50%
2-Disagree	0%	0%
3-Agree	50%	50%
4-Strongly Agree	50%	0%

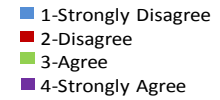


According to the data, 42.86% of the experimental group teachers, 6G and 7G, agreed that faculty members are provided with information that helps them interact with students on difficult, sensitive social or emotional issues in the year prior. After eighteen weeks into the new advisory program that percentage increased to 80% . In August, 100% of the control group teachers, 6W and 7W, agreed that faculty members are provided with information that helps them interact with students on difficult, sensitive social or emotional issues in the year prior. After eighteen weeks, 50% agreed.

Figure 4.35

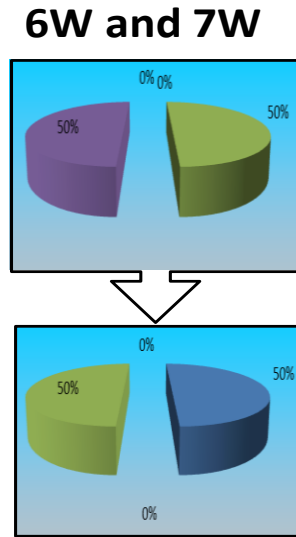
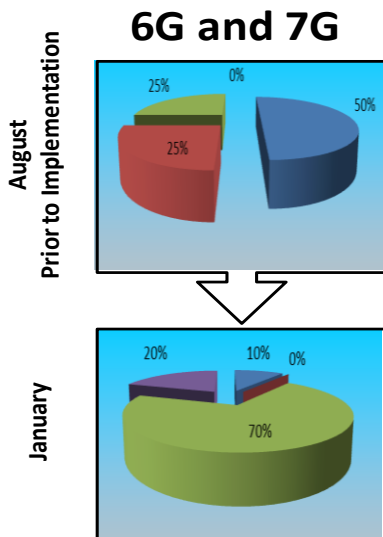
9.) Faculty members keep in contact with parents and custodial adults.

Legend



6G and 7G	August	January
1-Strongly Disagree	50%	10%
2-Disagree	25%	0%
3-Agree	25%	70%
4-Strongly Agree	0%	20%

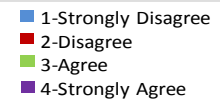
6W and 7W	August	January
1-Strongly Disagree	0%	50%
2-Disagree	0%	0%
3-Agree	50%	50%
4-Strongly Agree	50%	0%



According to the data, 25% of the experimental group teachers, 6G and 7G, agreed that faculty members keep in contact with parents and custodial adults in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90% . In August, 100% of the control group teachers, 6W and 7W, agreed that faculty members keep in contact with parents and custodial adults in the year prior. After eighteen weeks, 50% agreed.

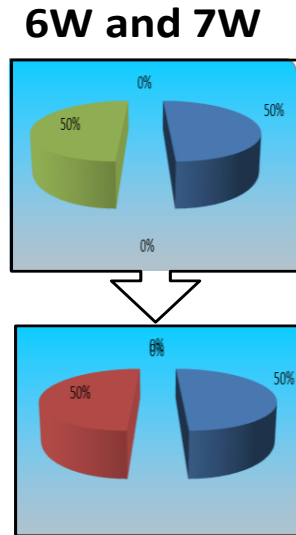
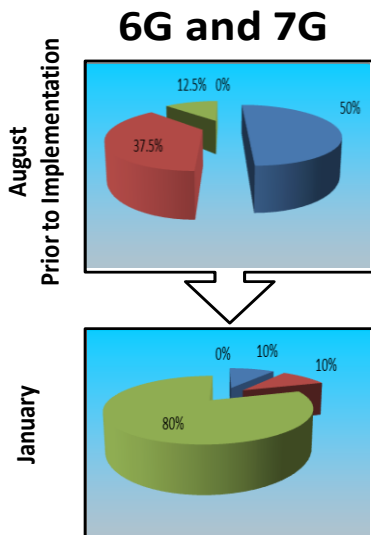
10.) Parents understand the advisory program.

Legend



6G and 7G	August	January
1-Strongly Disagree	50%	10%
2-Disagree	37.50%	10%
3-Agree	12.50%	80%
4-Strongly Agree	0%	0%

6W and 7W	August	January
1-Strongly Disagree	50%	50%
2-Disagree	0%	50%
3-Agree	50%	0%
4-Strongly Agree	0%	0%

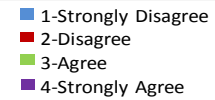


According to the data, 12.50% of the experimental group teachers, 6G and 7G, agreed that parents understood the advisory program.in the year prior. After eighteen weeks into the new advisory program that percentage increased to 80% . In August, 50% of the control group teachers, 6W and 7W, agreed that parents understood the advisory program.in the year prior. After eighteen weeks, 0% agreed.

Figure 4.36

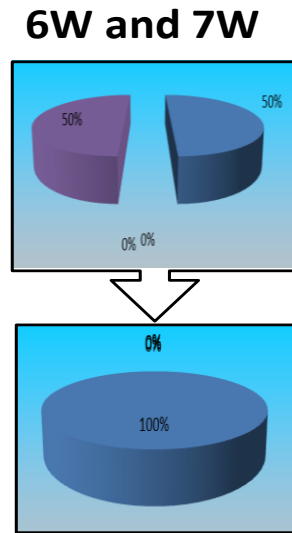
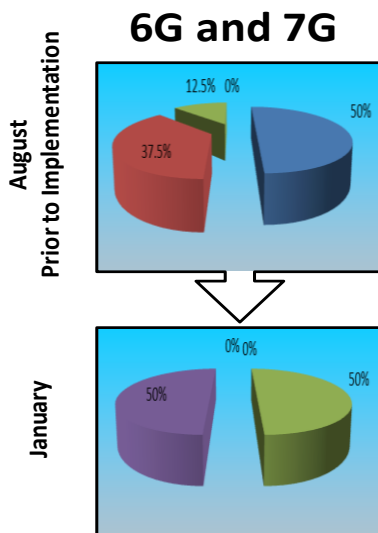
11.) Descriptive information about the program is provided to parents.

Legend



6G and 7G	August	January
1-Strongly Disagree	50%	0%
2-Disagree	37.50%	0%
3-Agree	12.50%	50%
4-Strongly Agree	0%	50%

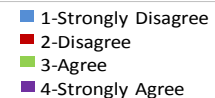
6W and 7W	August	January
1-Strongly Disagree	50%	100%
2-Disagree	0%	0%
3-Agree	0%	0%
4-Strongly Agree	50%	0%



According to the data, 12.50% of the experimental group teachers, 6G and 7G, agreed descriptive information about the program is provided to parents in the year prior. After eighteen weeks into the new advisory program that percentage increased to 100%. In August, 50% of the control group teachers, 6W and 7W, agreed that descriptive information about the program is provided to parents in the year prior. After eighteen weeks, 0% agreed.

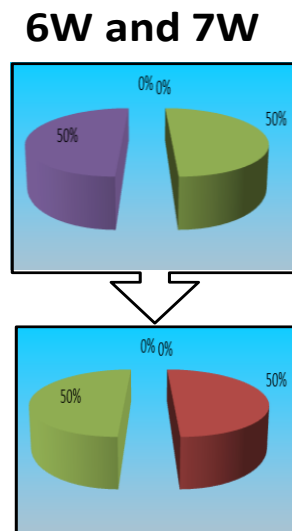
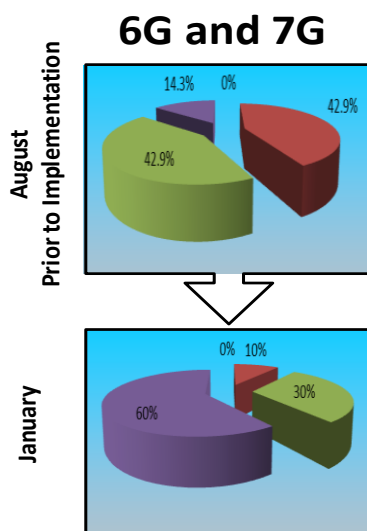
12.) The advisory program helps students to develop interpersonal relationship skills.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	42.86%	10%
3-Agree	42.86%	30%
4-Strongly Agree	14.29%	60%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	50%	50%
4-Strongly Agree	50%	0%

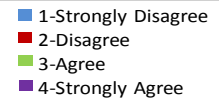


According to the data, 57.15% of the experimental group teachers, 6G and 7G, agreed the advisory program helps students to develop interpersonal relationship skills in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helps students to develop interpersonal relationship skills in the year prior. After eighteen weeks, 50% agreed.

Figure 4.37

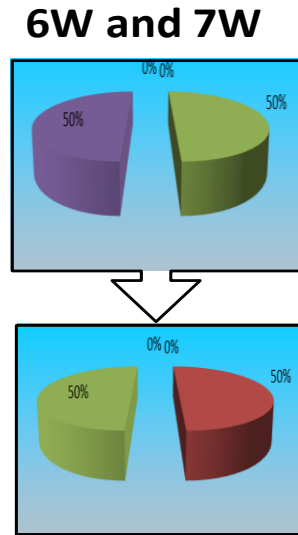
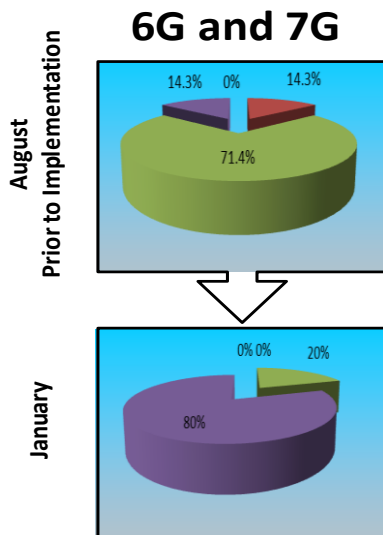
13.) The advisory program gives students the opportunity to form a positive relationship with at least one adult.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	14.29%	0%
3-Agree	71.43%	20%
4-Strongly Agree	14.29%	80%

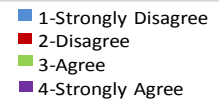
6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	50%	50%
4-Strongly Agree	50%	0%



According to the data, 12.50% of the experimental group teachers, 6G and 7G, agreed gives students the opportunity to form a positive relationship with at least one adult in the year prior. After eighteen weeks into the new advisory program that percentage increased to 100%. In August, 50% of the control group teachers, 6W and 7W, agreed that gives students the opportunity to form a positive relationship with at least one adult in the year prior. After eighteen weeks, 0% agreed.

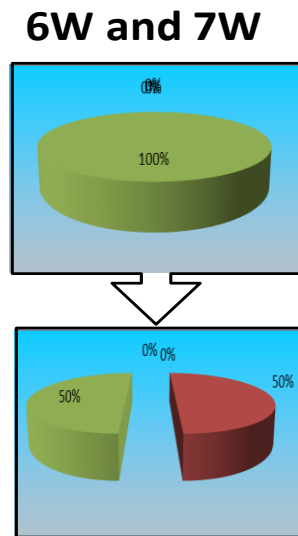
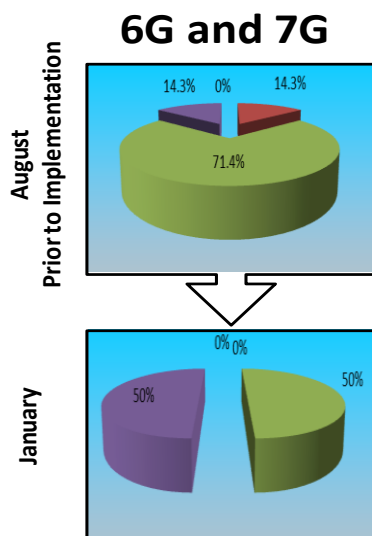
14.) My advisees know I care about them.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	14.29%	0%
3-Agree	71.43%	50%
4-Strongly Agree	14.29%	50%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	100%	50%
4-Strongly Agree	0%	0%

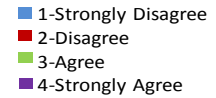


According to the data, 57.15% of the experimental group teachers, 6G and 7G, agreed their advisees knew they cared about them in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 100% of the control group teachers, 6W and 7W, agreed their advisees knew they cared about them in the year prior. After eighteen weeks, 50% agreed.

Figure 4.38

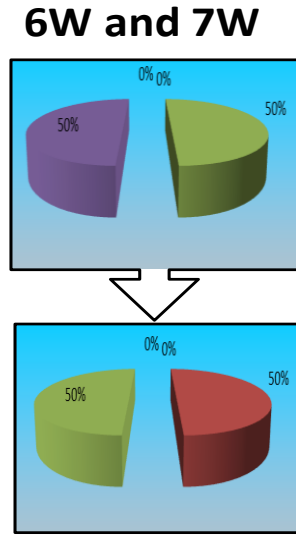
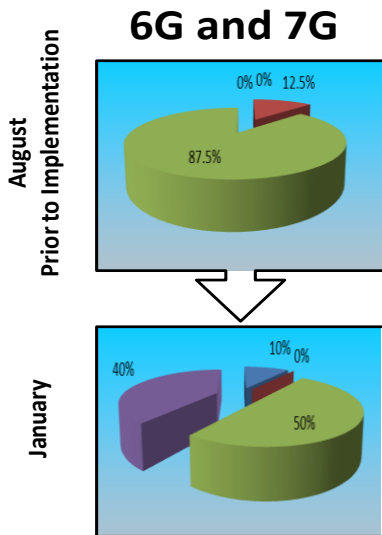
15.) The advisory program helps students understand themselves.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	10%
2-Disagree	12.50%	0%
3-Agree	87.50%	50%
4-Strongly Agree	0%	40%

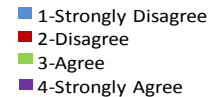
6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	50%	50%
4-Strongly Agree	50%	0%



According to the data, 87.50% of the experimental group teachers, 6G and 7G, agreed the advisory program helped students understand themselves in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90% . In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helped students understand themselves in the year prior. After eighteen weeks, 50% agreed.

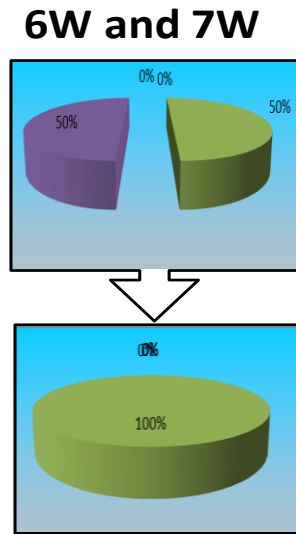
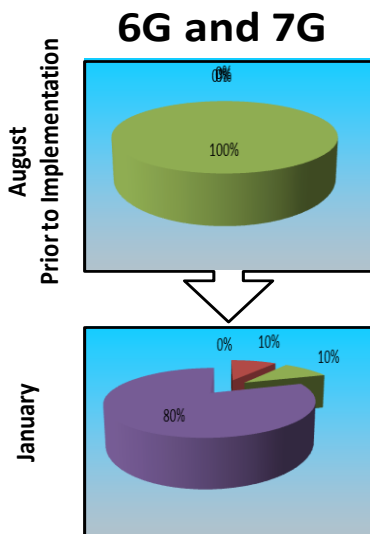
16.) The advisory program helps students to get to know each other.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	10%
3-Agree	100%	10%
4-Strongly Agree	0%	80%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	0%
3-Agree	50%	100%
4-Strongly Agree	50%	0%

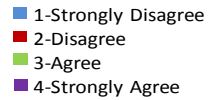


According to the data, 100% of the experimental group teachers, 6G and 7G, agreed the advisory program helps students to get to know each other in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90% . In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helps students to get to know each other in the year prior. After eighteen weeks, 100% agreed.

Figure 4.39

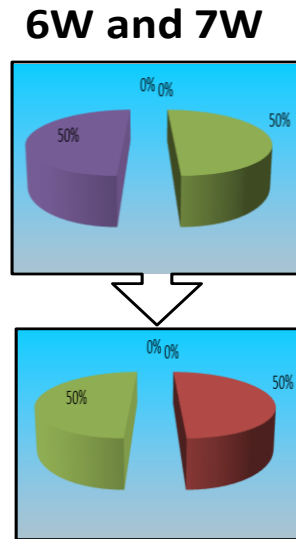
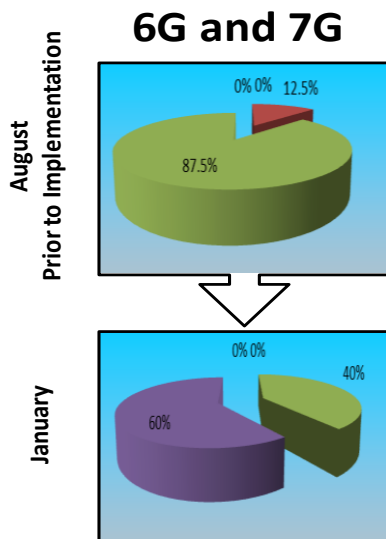
17.) The advisory program helps to identify pro-social and antisocial behaviors.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	12.50%	0%
3-Agree	87.50%	40%
4-Strongly Agree	0%	60%

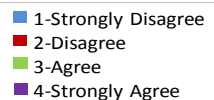
6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	50%	50%
4-Strongly Agree	50%	0%



According to the data, 87.50% of the experimental group teachers, 6G and 7G, agreed the advisory program helped to identify pro-social and antisocial behaviors in the year prior. After eighteen weeks into the new advisory program that percentage increased to 100%. In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helped to identify pro-social and antisocial behaviors in the year prior. After eighteen weeks, 50% agreed.

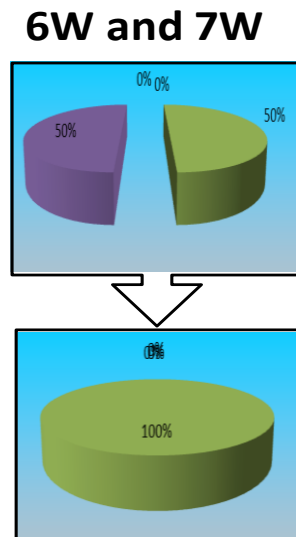
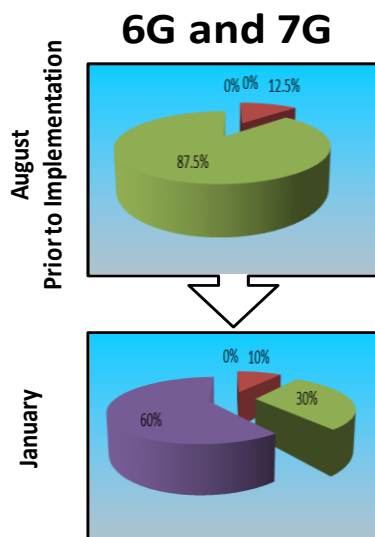
18.) The advisory program gives students an opportunity to identify personal goals.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	12.50%	10%
3-Agree	87.50%	30%
4-Strongly Agree	0%	60%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	0%
3-Agree	50%	100%
4-Strongly Agree	50%	0%

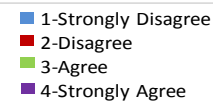


According to the data, 87.50% of the experimental group teachers, 6G and 7G, agreed the advisory program gives students an opportunity to identify personal goals in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program gives students an opportunity to identify personal goals in the year prior. After eighteen weeks, 100% agreed.

Figure 4.40

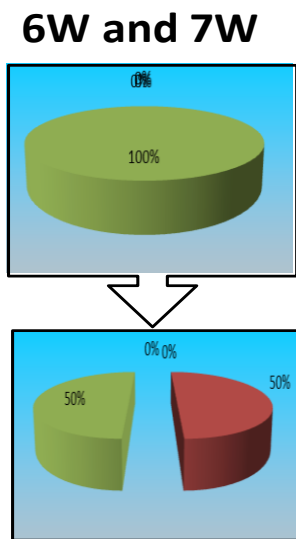
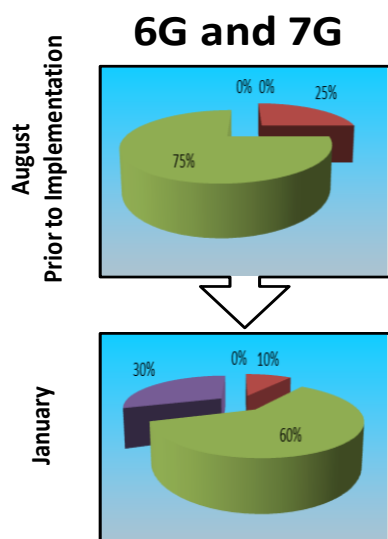
19.) The advisory program helps students develop self-evaluation skills.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	25%	10%
3-Agree	75%	60%
4-Strongly Agree	0%	30%

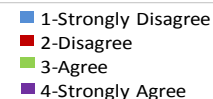
6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	100%	50%
4-Strongly Agree	0%	0%



According to the data, 75% of the experimental group teachers, 6G and 7G, agreed the advisory program helped students develop self-evaluation skills in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helped students develop self-evaluation skills in the year prior. After eighteen weeks, 50% agreed.

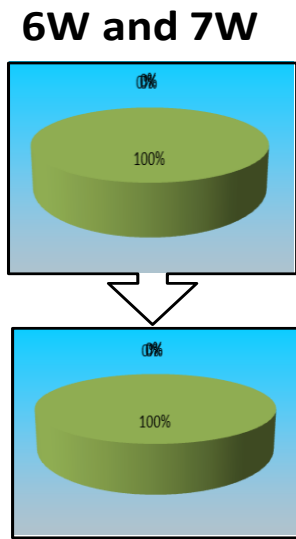
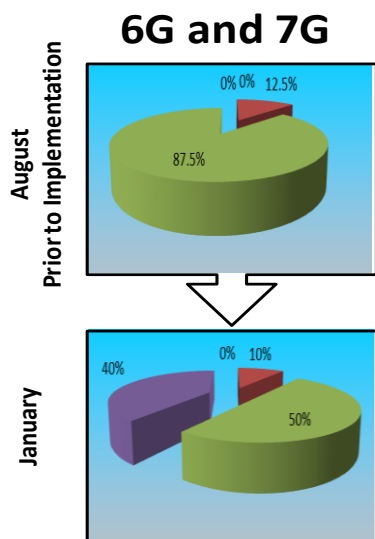
20.) The advisory program helps students learn skills needed to function effectively in groups.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	12.50%	10%
3-Agree	87.50%	50%
4-Strongly Agree	0%	40%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	0%
3-Agree	100%	100%
4-Strongly Agree	0%	0%

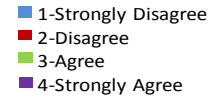


According to the data, 87.50% of the experimental group teachers, 6G and 7G, agreed the advisory program helped students learn skills needed to function effectively in groups in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helped students learn skills needed to function effectively in groups in the year prior. After eighteen weeks, 100% agreed.

Figure 4.41

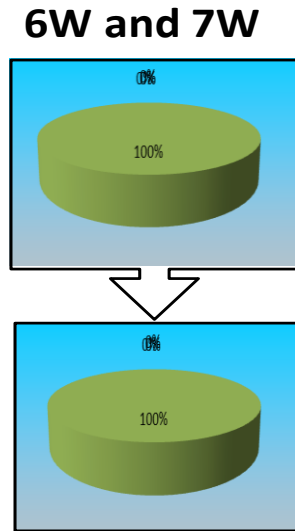
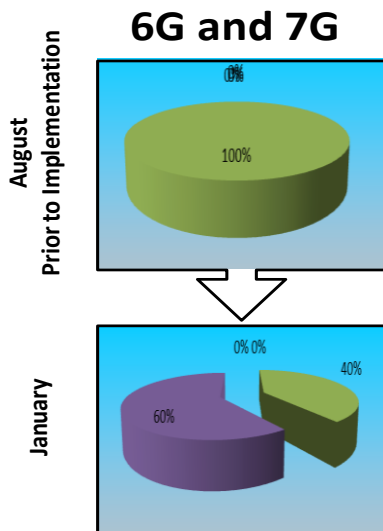
21.) The advisory program places emphasis on developing respect for others.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	0%
3-Agree	100%	40%
4-Strongly Agree	0%	60%

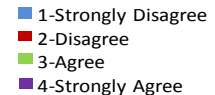
6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	0%
3-Agree	100%	100%
4-Strongly Agree	0%	0%



According to the data, 100% of the experimental group teachers, 6G and 7G, agreed the advisory program placed emphasis on developing respect for others in the year prior. After eighteen weeks into the new advisory program that percentage increased to 100%. In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program placed emphasis on developing respect for others in the year prior. After eighteen weeks, 100% agreed.

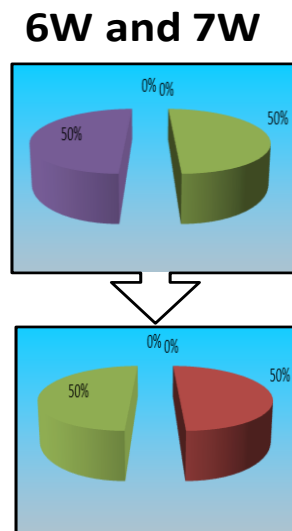
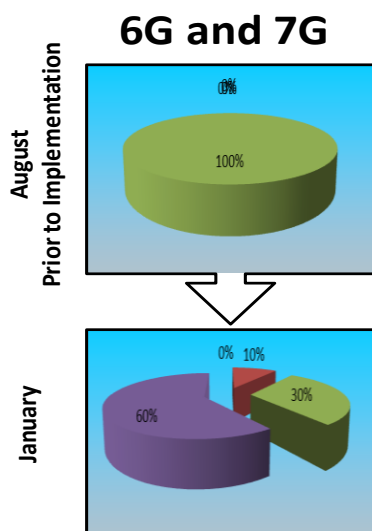
22.) The advisory program helps students deal with peer pressure.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	10%
3-Agree	100%	30%
4-Strongly Agree	0%	60%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	50%	50%
4-Strongly Agree	50%	0%

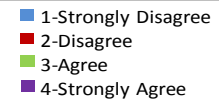


According to the data, 100% of the experimental group teachers, 6G and 7G, agreed the advisory program helped students deal with peer pressure in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helped students deal with peer pressure in the year prior. After eighteen weeks, 50% agreed.

Figure 4.42

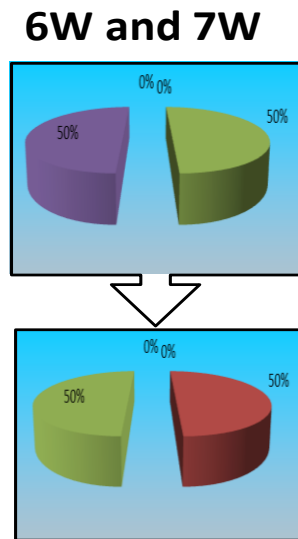
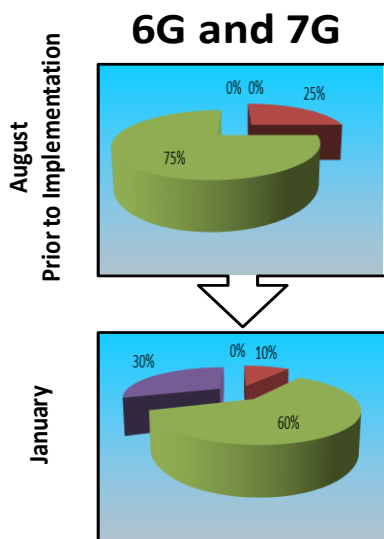
23.) The advisory program assists students in the development of individual decision making.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	25%	10%
3-Agree	75%	60%
4-Strongly Agree	0%	30%

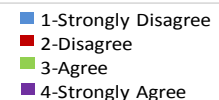
6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	50%	50%
4-Strongly Agree	50%	0%



According to the data, 75% of the experimental group teachers, 6G and 7G, agreed the advisory program assisted students in the development of individual decision making in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program assisted students in the development of individual decision making in the year prior. After eighteen weeks, 50% agreed.

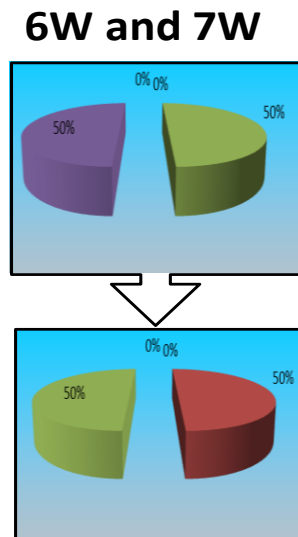
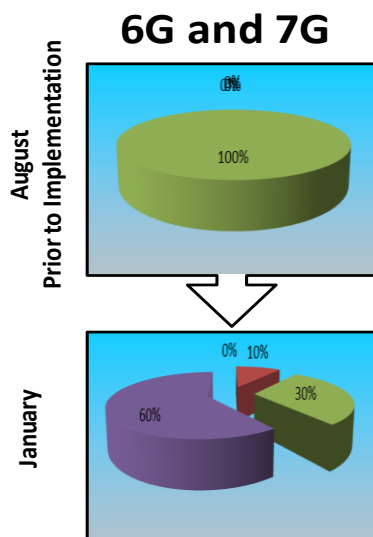
24.) The advisory program helps students develop good work ethics (prompt, prepared, polite and productive).

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	10%
3-Agree	100%	30%
4-Strongly Agree	0%	60%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	50%	50%
4-Strongly Agree	50%	0%

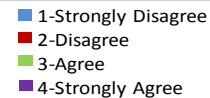


According to the data, 100% of the experimental group teachers, 6G and 7G, agreed the advisory program helped students develop good work ethics (prompt, prepared, polite and productive) in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90%. In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helped students develop good work ethics (prompt, prepared, polite and productive) in the year prior. After eighteen weeks, 50% agreed.

Figure 4.43

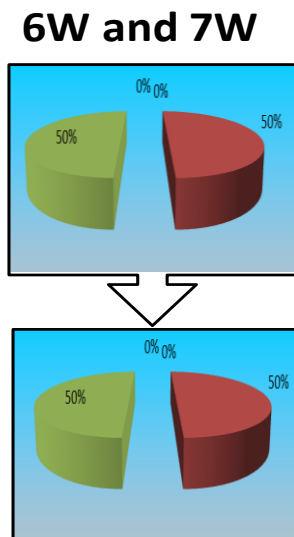
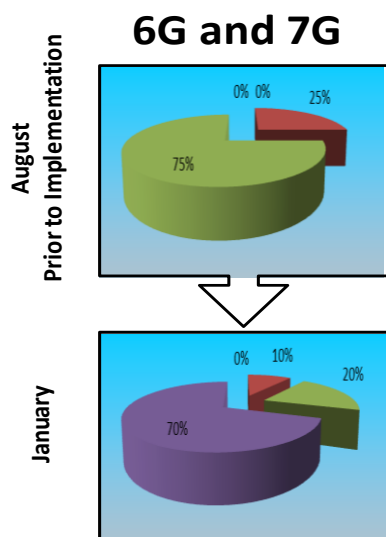
25.) The advisory program assists students transitioning in and out of middle school.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	25%	10%
3-Agree	75%	20%
4-Strongly Agree	0%	70%

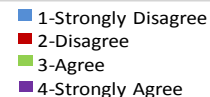
6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	50%	50%
3-Agree	50%	50%
4-Strongly Agree	0%	0%



According to the data, 75% of the experimental group teachers, 6G and 7G, agreed the advisory program assisted students transitioning in and out of middle school in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90% . In August, 50% of the control group teachers, 6W and 7W, agreed the advisory program assisted students transitioning in and out of middle school in the year prior. After eighteen weeks, 50% agreed.

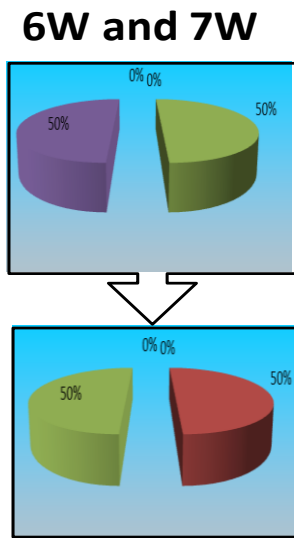
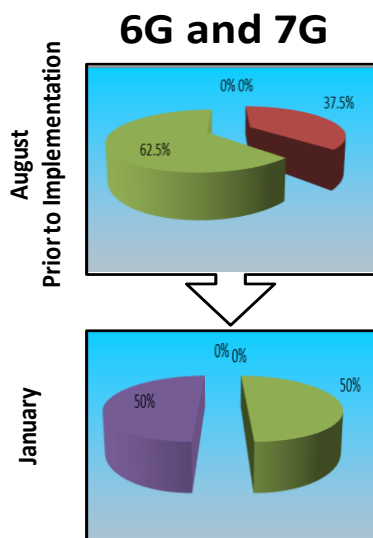
26.) The advisory program promotes school spirit.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	37.50%	0%
3-Agree	62.50%	50%
4-Strongly Agree	0%	50%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	50%	50%
4-Strongly Agree	50%	0%

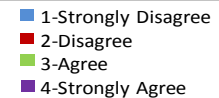


According to the data, 62.50% of the experimental group teachers, 6G and 7G, agreed the advisory program promoted school spirit in the year prior. After eighteen weeks into the new advisory program that percentage increased to 100% . In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program promoted school spirit in the year prior. After eighteen weeks, 50% agreed.

Figure 4.44

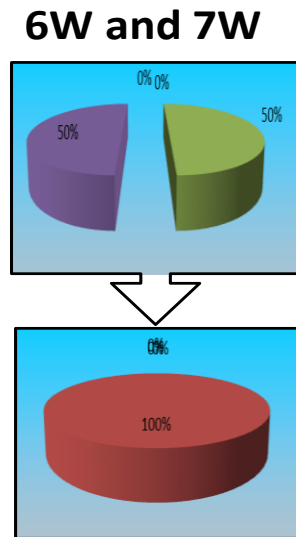
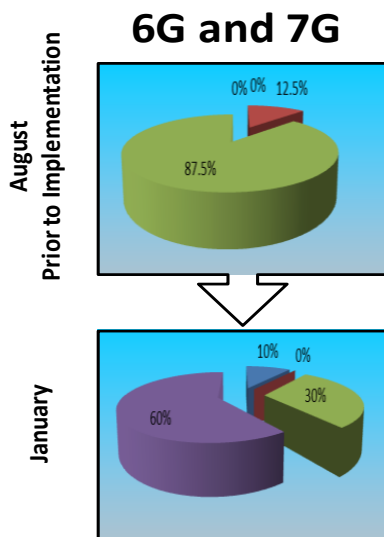
27.) The advisory program helps students develop a sense of belonging.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	10%
2-Disagree	12.50%	0%
3-Agree	87.50%	30%
4-Strongly Agree	0%	60%

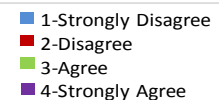
6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	100%
3-Agree	50%	0%
4-Strongly Agree	50%	0%



According to the data, 87.50% of the experimental group teachers, 6G and 7G, agreed the advisory program helped students develop a sense of belonging in the year prior. After eighteen weeks into the new advisory program that percentage increased to 90% . In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helped students develop a sense of belonging in the year prior. After eighteen weeks, 0% agreed.

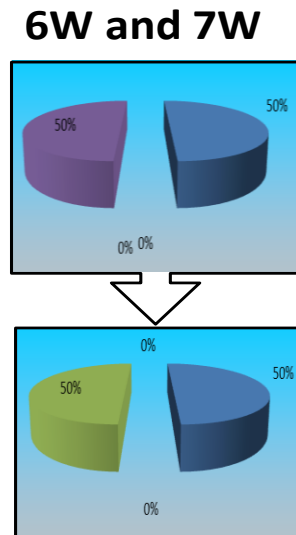
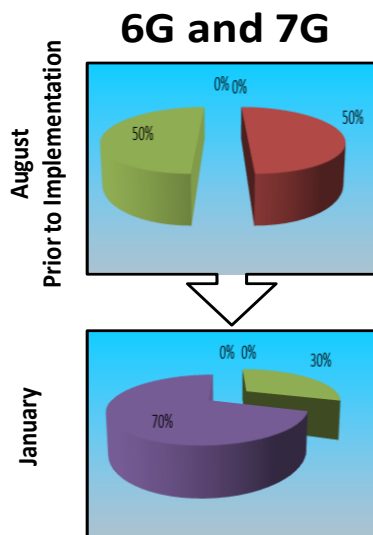
28.) The advisory program provides opportunities for students to participate in community service activities.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	50%	0%
3-Agree	50%	30%
4-Strongly Agree	0%	70%

6W and 7W	August	January
1-Strongly Disagree	50%	50%
2-Disagree	0%	0%
3-Agree	0%	50%
4-Strongly Agree	50%	0%

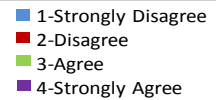


According to the data, 50.00% of the experimental group teachers, 6G and 7G, agreed the advisory program provided opportunities for students to participate in community service activities in the year prior. After eighteen weeks into the new advisory program that percentage increased to 100% . In August, 50% of the control group teachers, 6W and 7W, agreed the advisory program provided opportunities for students to participate in community service activities the year prior. After eighteen weeks, 50% agreed.

Figure 4.45

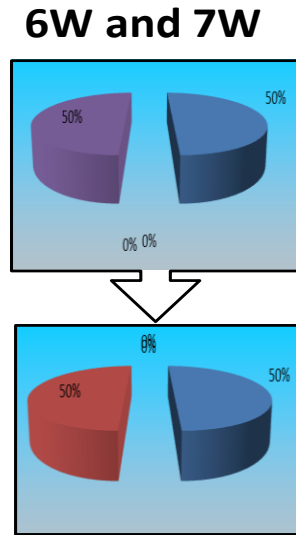
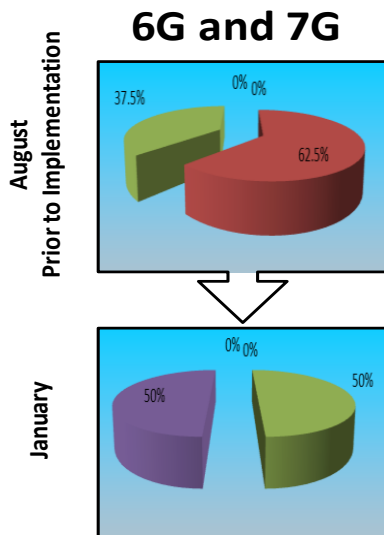
29.) The advisory program helps students to monitor their academic progress.

Legend



6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	62.50%	0%
3-Agree	37.50%	50%
4-Strongly Agree	0%	50%

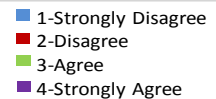
6W and 7W	August	January
1-Strongly Disagree	50%	50%
2-Disagree	0%	50%
3-Agree	0%	0%
4-Strongly Agree	50%	0%



According to the data, 37.50% of the experimental group teachers, 6G and 7G, agreed the advisory program helped students to monitor their academic progress in the year prior. After eighteen weeks into the new advisory program that percentage increased to 100% . In August, 50% of the control group teachers, 6W and 7W, agreed the advisory program helps students to monitor their academic progress in the year prior. After eighteen weeks, 0% agreed.

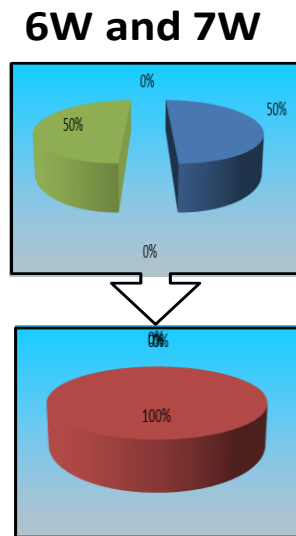
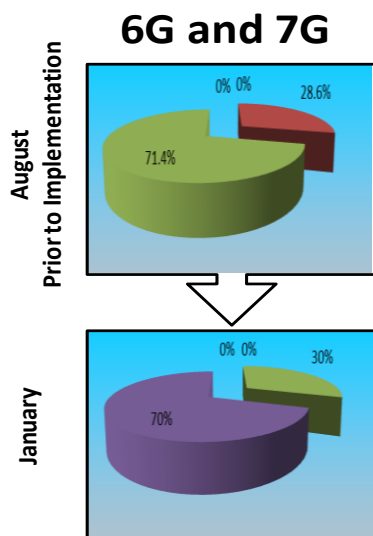
30.) The advisory program provides students with opportunities to discuss concerns related to the academic program.

Legend



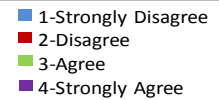
6G and 7G	August	January
1-Strongly Disagree	0%	0%
2-Disagree	28.57%	0%
3-Agree	71.43%	30%
4-Strongly Agree	0%	70%

6W and 7W	August	January
1-Strongly Disagree	50%	0%
2-Disagree	0%	100%
3-Agree	50%	0%
4-Strongly Agree	0%	0%



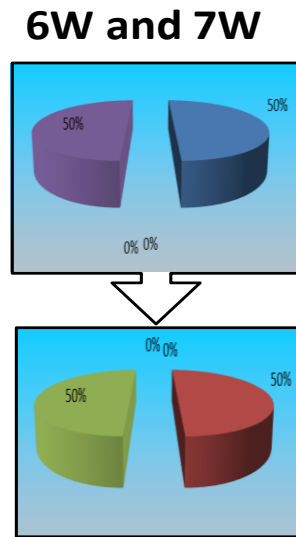
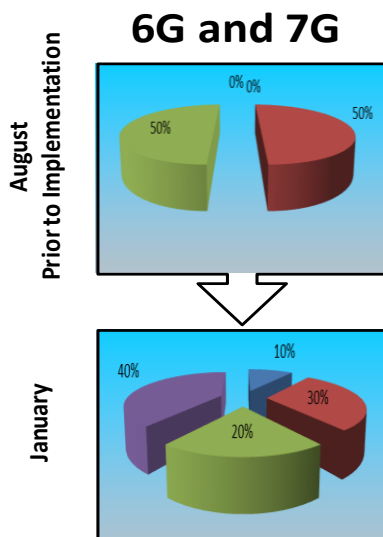
According to the data, 71.43% of the experimental group teachers, 6G and 7G, agreed the advisory program provided students with opportunities to discuss concerns related to the academic program in the year prior. After eighteen weeks into the new advisory program that percentage increased to 100% . In August, 50% of the control group teachers, 6W and 7W, agreed the advisory program provided students with opportunities to discuss concerns related to the academic program in the year prior. After eighteen weeks, 0% agreed.

Figure 4.46

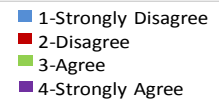
31.) The advisory program addresses good study techniques.**Legend**

6G and 7G	August	January
1-Strongly Disagree	0%	10%
2-Disagree	50%	30%
3-Agree	50%	20%
4-Strongly Agree	0%	40%

6W and 7W	August	January
1-Strongly Disagree	50%	0%
2-Disagree	0%	50%
3-Agree	0%	50%
4-Strongly Agree	50%	0%

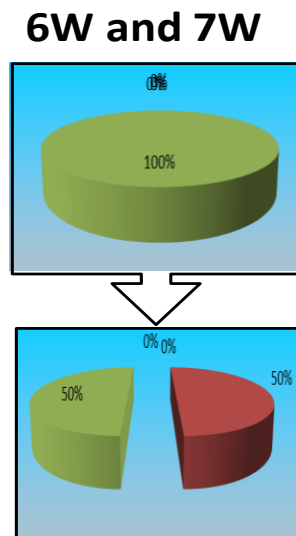
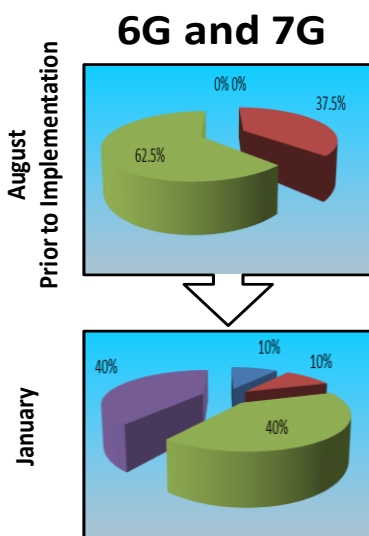


According to the data, 50% of the experimental group teachers, 6G and 7G, agreed the advisory program addressed good study techniques in the year prior. After eighteen weeks into the new advisory program that percentage increased to 60% . In August, 50% of the control group teachers, 6W and 7W, agreed the advisory program addressed good study techniques in the year prior. After eighteen weeks, 50% agreed.

32.) The advisory program helps students to acquire organizational skills.**Legend**

6G and 7G	August	January
1-Strongly Disagree	0%	10%
2-Disagree	37.50%	10%
3-Agree	62.50%	40%
4-Strongly Agree	0%	40%

6W and 7W	August	January
1-Strongly Disagree	0%	0%
2-Disagree	0%	50%
3-Agree	100%	50%
4-Strongly Agree	0%	0%



According to the data, 62.50% of the experimental group teachers, 6G and 7G, agreed the advisory program helped students to acquire organizational skills in the year prior. After eighteen weeks into the new advisory program that percentage increased to 80% . In August, 100% of the control group teachers, 6W and 7W, agreed the advisory program helped students to acquire organizational skills in the year prior. After eighteen weeks, 50% agreed.

Figure 4.47

STUDENT SURVEY RESULTS BY CATEGORY		EXPERIMENTAL MEAN	CONTROL MEAN
PURPOSE, OBJECTIVES, STRUCTURE AND SUPPORT			
1.) I understand the purpose of our advisory program.			
Strongly Disagree/Disagree		10.35	18.75
Strongly Agree/Agree		89.65	81.25
2.) I know what we are doing each advisory period.			
Strongly Disagree/Disagree		25.60	27.08
Strongly Agree/Agree		74.40	72.92
3.) Sometimes we work on school work and sometimes we work on personal and social goals.			
Strongly Disagree/Disagree		17.41	18.74
Strongly Agree/Agree		82.59	81.26
4.) Our principals are involved in advisory activities sometimes.			
Strongly Disagree/Disagree		65.42	63.58
Strongly Agree/Agree		34.58	36.42
5.) All teachers are involved in advisory activities.			
Strongly Disagree/Disagree		36.42	40.03
Strongly Agree/Agree		80.21	59.97
6.) My advisor keeps in contact with parents.			
Strongly Disagree/Disagree		41.76	64.58
Strongly Agree/Agree		58.24	35.42
7.) My parents understand the advisory program.			
Strongly Disagree/Disagree		39.16	46.64
Strongly Agree/Agree		60.84	53.36
CATEGORY MEAN			
Strongly Disagree/Disagree		33.73	39.91
Strongly Agree/Agree		68.64	57.95

Figure 4.48

STUDENT SURVEY RESULTS BY CATEGORY		EXPERIMENTAL MEAN	CONTROL MEAN
TO IMPROVE INTERPERSONAL RELATIONSHIPS AMONG ADVISORS AND ADVISEES			
8.) I learn about relationships in advisory.			
Strongly Disagree/Disagree		29.19	50.72
Strongly Agree/Agree		70.81	49.28
9.) I know my advisor knows me well.			
Strongly Disagree/Disagree		15.86	29.89
Strongly Agree/Agree		84.14	70.11
10.) My advisor listens to me.			
Strongly Disagree/Disagree		10.01	8.42
Strongly Agree/Agree		89.99	91.58
11.) My advisor offers me help.			
Strongly Disagree/Disagree		14.50	21.37
Strongly Agree/Agree		85.50	78.63
12.) My advisor cares about me.			
Strongly Disagree/Disagree		14.71	17.03
Strongly Agree/Agree		85.29	82.97
CATEGORY MEAN			
Strongly Disagree/Disagree		16.85	25.49
Strongly Agree/Agree		83.15	74.51

Figure 4.49

STUDENT SURVEY RESULTS BY CATEGORY	EXPERIMENTAL MEAN	CONTROL MEAN
TO OFFER SOCIAL AND EMOTIONAL DEVELOPMENTAL GUIDANCE		
13.) The advisory program helps me understand more about myself.		
Strongly Disagree/Disagree	28.26	55.16
Strongly Agree/Agree	71.74	44.84
14.) The advisory program helps us to get to know each other.		
Strongly Disagree/Disagree	12.86	29.53
Strongly Agree/Agree	87.14	70.47
15.) The advisory program helps us learn appropriate behaviors.		
Strongly Disagree/Disagree	16.71	8.42
Strongly Agree/Agree	83.29	91.58
16.) The advisory program helps us set personal goals.		
Strongly Disagree/Disagree	12.72	16.94
Strongly Agree/Agree	87.28	83.06
17.) The advisory program helps us keep track of our progress.		
Strongly Disagree/Disagree	24.09	35.87
Strongly Agree/Agree	75.91	64.13
18.) The advisory program helps us work well in groups.		
Strongly Disagree/Disagree	14.49	48.73
Strongly Agree/Agree	85.51	51.27
19.) The advisory program teaches us respect for others.		
Strongly Disagree/Disagree	14.19	18.84
Strongly Agree/Agree	85.81	81.16
20.) The advisory program helps us deal with peer pressure.		
Strongly Disagree/Disagree	22.55	16.76
Strongly Agree/Agree	77.45	83.24
21.) The advisory program helps us improve good work ethics (prompt, prepared, polite and productive).		
Strongly Disagree/Disagree	22.55	18.93
Strongly Agree/Agree	77.45	81.07
22.) The advisory program helps us feel comfortable coming in to and leaving our middle school.		
Strongly Disagree/Disagree	14.36	31.70
Strongly Agree/Agree	85.64	68.30
CATEGORY MEAN		
Strongly Disagree/Disagree	18.28	28.09
Strongly Agree/Agree	81.72	71.91

Figure 4.50

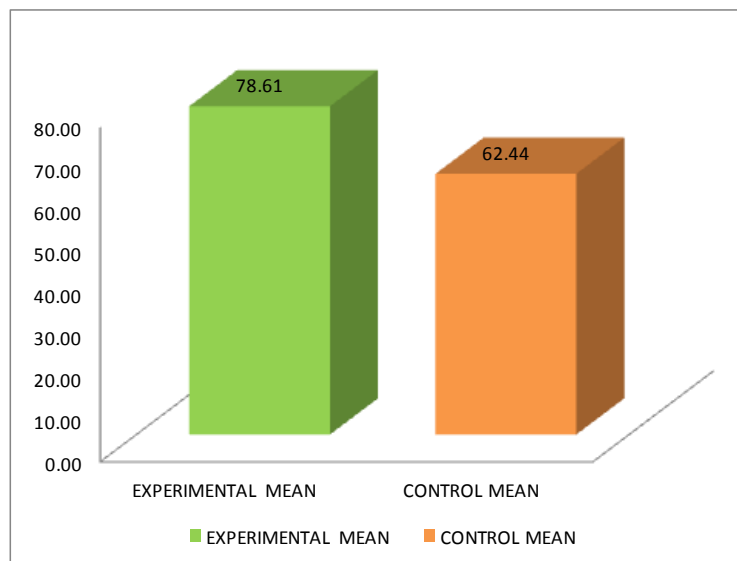
STUDENT SURVEY RESULTS BY CATEGORY	EXPERIMENTAL MEAN	CONTROL MEAN
TO DEVELOP A SENSE OF COMMUNITY		
23.) The advisory program encourages school spirit.		
Strongly Disagree/Disagree	19.22	27.44
Strongly Agree/Agree	80.78	72.56
24.) The advisory program helps me feel like I belong here.		
Strongly Disagree/Disagree	16.71	56.25
Strongly Agree/Agree	83.29	43.75
25.) We participate in community service activities.		
Strongly Disagree/Disagree	8.07	72.19
Strongly Agree/Agree	91.93	27.81
CATEGORY MEAN		
Strongly Disagree/Disagree	14.67	51.96
Strongly Agree/Agree	85.33	48.04

Figure 4.51

STUDENT SURVEY RESULTS BY CATEGORY	EXPERIMENTAL MEAN	CONTROL MEAN
TO SUPPORT ACADEMIC ACHIEVEMENT		
26.) We keep track of our grades in advisory.		
Strongly Disagree/Disagree	40.12	67.66
Strongly Agree/Agree	59.88	32.34
27.) I can talk to my advisor about my grades.		
Strongly Disagree/Disagree	17.09	27.53
Strongly Agree/Agree	82.91	72.47
28.) I can ask my advisor for help with my schoolwork.		
Strongly Disagree/Disagree	12.86	31.88
Strongly Agree/Agree	87.14	68.12
29.) We learn good study techniques.		
Strongly Disagree/Disagree	33.53	48.73
Strongly Agree/Agree	66.47	51.27
30.) We learn organizational skills.		
Strongly Disagree/Disagree	25.25	25.27
Strongly Agree/Agree	74.75	74.73
CATEGORY MEAN		
Strongly Disagree/Disagree	25.77	40.71
Strongly Agree/Agree	74.23	59.79

Figure 4.52

STUDENT SURVEY RESULTS BY CATEGORY	EXPERIMENTAL MEAN	CONTROL MEAN
OVERALL MEAN	78.61	62.44



Overall and in every category, the experimental groups showed a higher percentage of agreement with the statements of the student advisory survey.

Figure 4.53

TEACHER SURVEY RESULTS BY CATEGORY		EXPERIMENTAL MEAN	CONTROL MEAN
PURPOSE, OBJECTIVES, STRUCTURE AND SUPPORT			
1.) Our advisory program has a clearly stated purpose that is agreed upon by all staff members.			
Strongly Disagree/Disagree		0.00	100.00
Strongly Agree/Agree		100.00	0.00
2.) Objectives within advisory are reviewed and reaffirmed regularly.			
Strongly Disagree/Disagree		10.00	100.00
Strongly Agree/Agree		90.00	0.00
3.) Objectives of the program include a balance between the academic and social-emotional.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
4.) School administration supports the advisory program.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
5.) All staff members share responsibility for the advisory program.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
6.) Faculty members interact regularly to discuss the advisory activities.			
Strongly Disagree/Disagree		20.00	100.00
Strongly Agree/Agree		80.00	0.00
7.) Faculty members are provided time to meet and plan the activities of the advisory program.			
Strongly Disagree/Disagree		30.00	50.00
Strongly Agree/Agree		70.00	50.00
8.) Faculty members are provided with information that helps them interact with students on difficult, sensitive social or emotional issues.			
Strongly Disagree/Disagree		20.00	50.00
Strongly Agree/Agree		80.00	50.00
9.) Faculty members keep in contact with parents and custodial adults.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
10.) Parents understand the advisory program.			
Strongly Disagree/Disagree		20.00	100.00
Strongly Agree/Agree		80.00	0.00
11.) Descriptive information about the program is provided to parents.			
Strongly Disagree/Disagree		0.00	100.00
Strongly Agree/Agree		100.00	0.00
CATEGORY MEAN			
Strongly Disagree/Disagree		12.73	72.73
Strongly Agree/Agree		87.27	27.27

Figure 4.54

TEACHER SURVEY RESULTS BY CATEGORY		EXPERIMENTAL MEAN	CONTROL MEAN
TO IMPROVE INTERPERSONAL RELATIONSHIPS AMONG ADVISORS AND ADVISEES			
12.) The advisory program helps students to develop interpersonal relationship skills.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
13.) The advisory program gives students the opportunity to form a positive relationship with at least one adult.			
Strongly Disagree/Disagree		0.00	29.89
Strongly Agree/Agree		100.00	50.00
14.) My advisees know I care about them.			
Strongly Disagree/Disagree		0.00	50.00
Strongly Agree/Agree		100.00	50.00
CATEGORY MEAN			
Strongly Disagree/Disagree		3.33	43.30
Strongly Agree/Agree		96.67	56.70

Figure 4.55

TEACHER SURVEY RESULTS BY CATEGORY		EXPERIMENTAL MEAN	CONTROL MEAN
TO OFFER SOCIAL AND EMOTIONAL DEVELOPMENTAL GUIDANCE			
15.) The advisory program helps students understand themselves.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
16.) The advisory program helps students to get to know each other.			
Strongly Disagree/Disagree		10.00	0.00
Strongly Agree/Agree		90.00	100.00
17.) The advisory program helps to identify pro-social and antisocial behaviors.			
Strongly Disagree/Disagree		0.00	50.00
Strongly Agree/Agree		100.00	50.00
18.) The advisory program gives students an opportunity to identify personal goals.			
Strongly Disagree/Disagree		10.00	0.00
Strongly Agree/Agree		90.00	100.00
19.) The advisory program helps students develop self-evaluation skills.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
20.) The advisory program helps students learn skills needed to function effectively in groups.			
Strongly Disagree/Disagree		10.00	0.00
Strongly Agree/Agree		90.00	100.00
21.) The advisory program places emphasis on developing respect for others.			
Strongly Disagree/Disagree		0.00	0.00
Strongly Agree/Agree		100.00	100.00
22.) The advisory program helps students deal with peer pressure.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
23.) The advisory program assists students in the development of individual decision making.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
24.) The advisory program helps students develop good work ethics (prompt, prepared, polite and productive).			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
25.) The advisory program assists students transitioning in and out of middle school.			
Strongly Disagree/Disagree		10.00	50.00
Strongly Agree/Agree		90.00	50.00
CATEGORY MEAN			
Strongly Disagree/Disagree		8.18	31.82
Strongly Agree/Agree		91.82	68.18

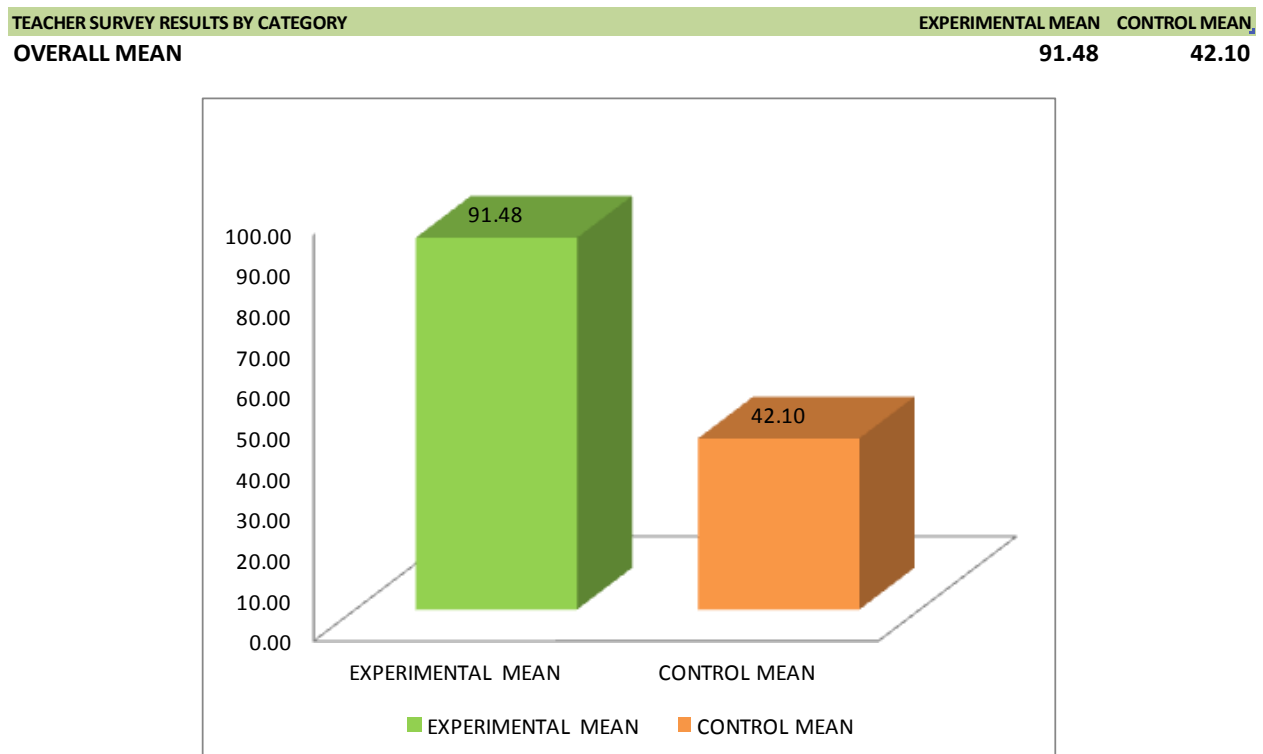
Figure 4.56

TEACHER SURVEY RESULTS BY CATEGORY		EXPERIMENTAL MEAN	CONTROL MEAN
TO DEVELOP A SENSE OF COMMUNITY			
26.) The advisory program promotes school spirit.			
Strongly Disagree/Disagree		0.00	50.00
Strongly Agree/Agree		100.00	50.00
27.) The advisory program helps students develop a sense of belonging.			
Strongly Disagree/Disagree		10.00	100.00
Strongly Agree/Agree		90.00	0.00
28.) The advisory program provides opportunities for students to participate in community service activity			
Strongly Disagree/Disagree		0.00	50.00
Strongly Agree/Agree		100.00	50.00
CATEGORY MEAN			
Strongly Disagree/Disagree		3.33	66.67
Strongly Agree/Agree		96.67	33.33

Figure 4.57

TEACHER SURVEY RESULTS BY CATEGORY	EXPERIMENTAL MEAN	CONTROL MEAN
TO SUPPORT ACADEMIC ACHIEVEMENT		
29.) The advisory program helps students to monitor their academic progress.		
Strongly Disagree/Disagree	0.00	100.00
Strongly Agree/Agree	100.00	0.00
30.) The advisory program provides students with opportunities to discuss concerns related to the academic program.		
Strongly Disagree/Disagree	0.00	100.00
Strongly Agree/Agree	100.00	0.00
31.) The advisory program addresses good study techniques.		
Strongly Disagree/Disagree	40.00	50.00
Strongly Agree/Agree	60.00	50.00
32.) The advisory program helps students to acquire organizational skills.		
Strongly Disagree/Disagree	20.00	50.00
Strongly Agree/Agree	80.00	50.00
CATEGORY MEAN		
Strongly Disagree/Disagree	15.00	75.00
Strongly Agree/Agree	85.00	25.00

Figure 4.58



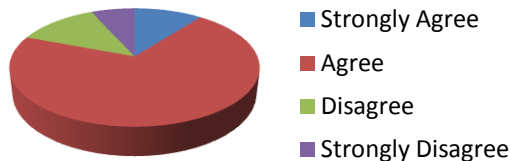
Overall and in every category, the experimental groups showed a higher percentage of agreement with the statements of the teacher advisory survey.

Formative Assessments

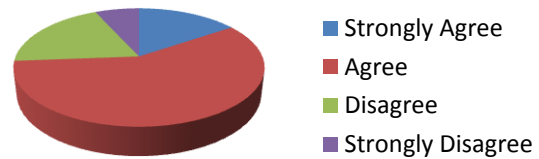
The August phase, two weeks in length, focused on the purpose of advisory and goal setting. The objectives were to help each advisory become better acquainted, find new connections among members, begin a goal setting process and help students discover their unique abilities. Figure 4.59 is the tables, charts and analyses for the assessment of this phase.

7G	August	Strongly Agree	Agree	Disagree	Strongly Disagree
	Statement 1	10.58%	70.19%	12.50%	6.73%
	Statement 2	15.53%	58.25%	19.42%	6.80%

7th grade-Statement 1
I understand the purpose of our advisory program.

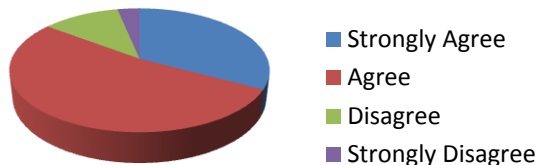


7th grade-Statement 2
I think advisory is going to be helpful.

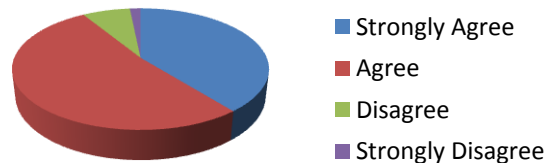


6G		Strongly Agree	Agree	Disagree	Strongly Disagree
	Statement 1	32.79%	52.46%	11.48%	3.28%
	Statement 2	39.20%	52.00%	7.20%	1.60%

6th grade-Statement 1
I understand the purpose of our advisory program.



6th grade-Statement 2
I think advisory is going to be helpful.



In response to statement one, 80.77% of the seventh grade students agreed that they understood the purpose of the program at this point and 85.25% of the sixth grade students agreed. In

response to statement two, 73.78% of the seventh grade students agreed that they thought advisory was going to be helpful at this point and 91.20% of the sixth grade students agreed.

The September phase focused on self-esteem. The objectives were to help individuals become aware of their uniqueness, develop a positive self-image and to consider one another's opinions on issues related to self-esteem. At the end of the month, the students completed an assessment that gauged their understanding of self-esteem. The assessment is referred to as How Much Do You Know About Self-Esteem? The seventh grade students had a mean score of 78.4% and the sixth grade students had a mean score of 74.9%.

Figure 4.60

September		7G
ADVISORY	earn	students
A	1546	20
		77.30
B	1625	20
		81.25
C	1459	19
		76.79
D	1563	19
		82.26
E	1734	21
		82.57
F	840	12.0
		70.00
MEAN %		78.36

September		6G
ADVISORY	earn	students
G	1459	20
		72.95
H	1935	23
		84.13
I	1848	23
		80.35
J	1942	24
		80.92
K	1625	22
		73.86
L	629	11.0
		57.18
MEAN %		74.90

The October phase emphasized communication and group dynamics. The objectives were to gain more understanding about communication, to learn about different types of decision makers, to gain new peer relationships and to build cohesiveness in a group. At the end of the month, the students completed an assessment to measure their understanding of these objectives. The assessment for the seventh grade is referred to as My Listening Skills and the assessments for the sixth grade are referred to as My Listening Skills and Friendship Checklist. The seventh grade students had a mean score of 59.50% and the sixth grade students had a mean score of 70.80%.

Figure 4.61

October		7G
ADVISORY	earn	students
A	1207.00	20
		60.35
B	887.00	16
		55.44
C	1205.00	19
		63.42
D	1147.00	19
		60.37
E	1152.00	21
		54.86
F	561.00	9.0
		62.33
MEAN %		59.46

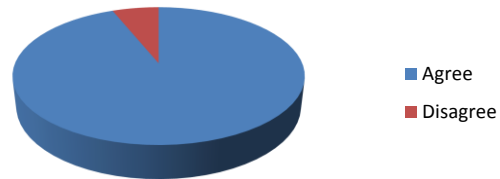
October		6G
ADVISORY	earn	students
G	1781.40	24
	1733.80	24
		73.23
H	1554.10	22
	1600.50	22
		71.70
I	1672.80	21
	1578.20	21
		77.40
J	1630.20	24
	1627.30	24
		67.86
K	1601.20	22
	1713.60	24
		72.09
L	781.40	12
	725.80	12
		62.80
MEAN %		70.85

In November, the new advisory program promoted school pride. The objectives were to develop a sense of belonging within subgroups (advisory / team/ school) and promote active membership. Both the sixth and seventh grade was assessed by giving a thumbs up for agreement or thumbs down for disagreement with the question: By planning and participating in this activity, did you feel like you are a part of the school community? Of the seventh grade, 93.86% agreed and of the sixth grade, 80.73% agreed.

Figure 4.62

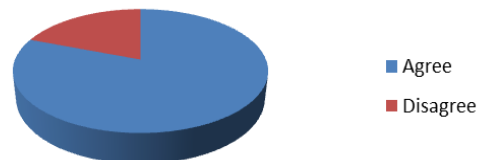
November		7G
	Agree	Disagree
Statement 1	107	7
	93.86%	6.14%

November -7th Grade-Statement 1
By planning and participating in this
activity, did you feel like you are a
part of the school community?



November		6G
	Agree	Disagree
Statement 1	88	21
	80.73%	19.27%

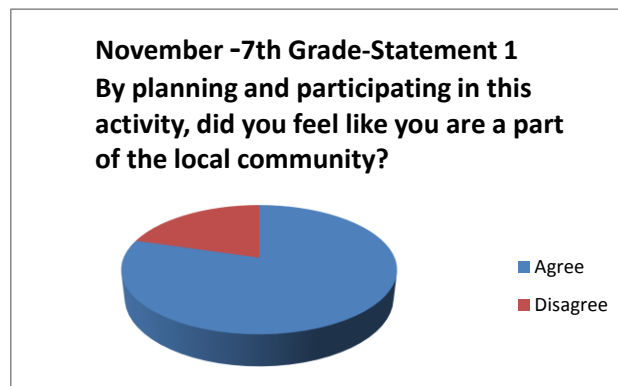
November -6th Grade-Statement 1
By planning and participating in this
activity, did you feel like you are a
part of the school community?



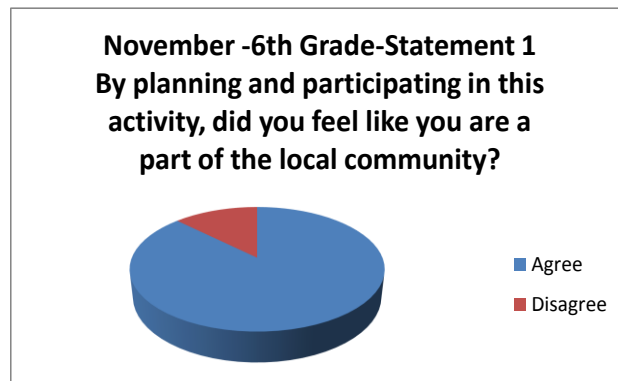
In December, the new advisory program promoted school pride. The objectives were to develop a sense of belonging within the local community and to provide opportunities for students to participate in community service activities. Both the sixth and seventh grade was assessed by giving a thumbs up for agreement or thumbs down for disagreement with the question: By planning and participating in this activity, did you feel like you are a part of the local community? Of the seventh grade, 79.61% agreed and of the sixth grade, 87.20% agreed.

Figure 4.63

December		7G
	Agree	Disagree
Statement 1	82	21
	79.61%	20.39%



December		6G
	Agree	Disagree
Statement 1	109	16
	87.20%	12.80%

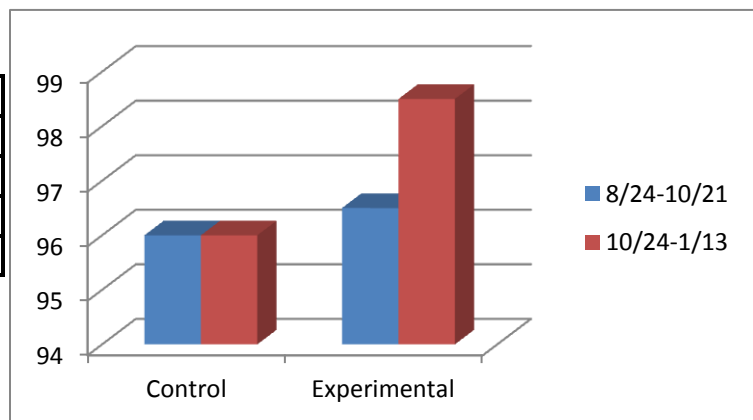


P-Points

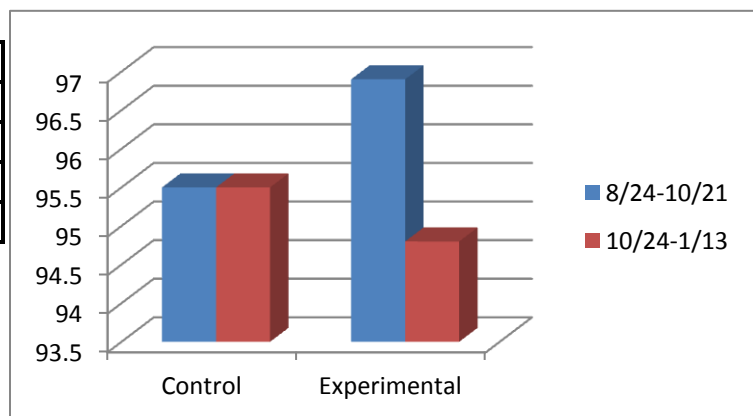
The core classes, math, science, language arts and social studies, gather evidence of classroom behavior through the p-point program. Each student starts with twenty points per class and lose points for not being prepared, polite, prompt or productive. This data was collected at the end of each of the first two quarters. The seventh grade experimental group had a mean p-point score of 97.50% for the two quarters and the seventh grade control group had a mean p-point score 96.00%. The of sixth grade experimental group had a mean p-point score of 95.85% for the two quarters and the sixth grade control group had a mean p-point score of 95.50%.

Figure 4.64

7th		
Dates	Control	Experimental
8/24-10/21	96.00	96.50
10/24-1/13	96.00	98.50
Mean	96.00	97.50



6th		
Dates	Control	Experimental
8/24-10/21	95.50	96.90
10/24-1/13	95.50	94.80
Mean	95.50	95.85

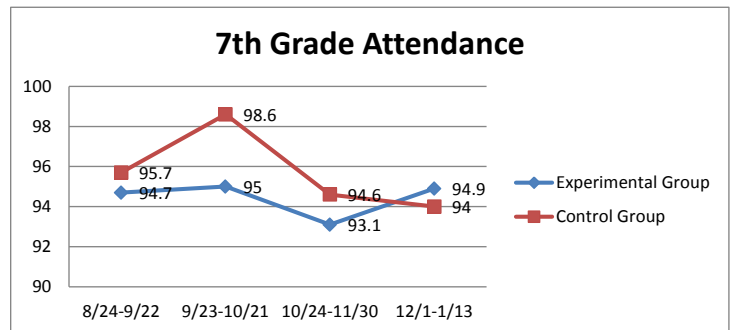


Attendance

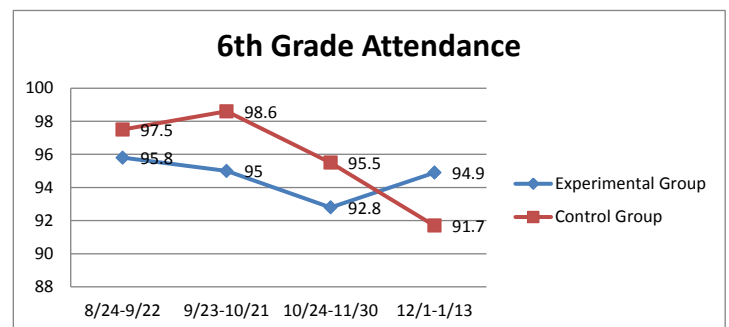
Attendance data was gathered at four equal intervals throughout the eighteen week period for both the experimental groups, 7G and 6G, and for both the control groups, 7W and 6W. The means of the number of students present are displayed by grade and group. In both grades, the control group had a higher percentage of students present until December. Then, the experimental groups, both grades, showed a higher percentage of students present during the last interval.

Figure 4.65

7th grade		
Dates	Experimental Group	Control Group
8/24-9/22	94.70	95.70
9/23-10/21	95.00	98.60
10/24-11/30	93.10	94.60
12/1-1/13	94.90	94.00
MEAN	94.43	95.73



6th grade		
Dates	Experimental Group	Control Group
8/24-9/22	95.80	97.50
9/23-10/21	95.00	98.60
10/24-11/30	92.80	95.50
12/1-1/13	94.90	91.70
MEAN	94.63	95.83

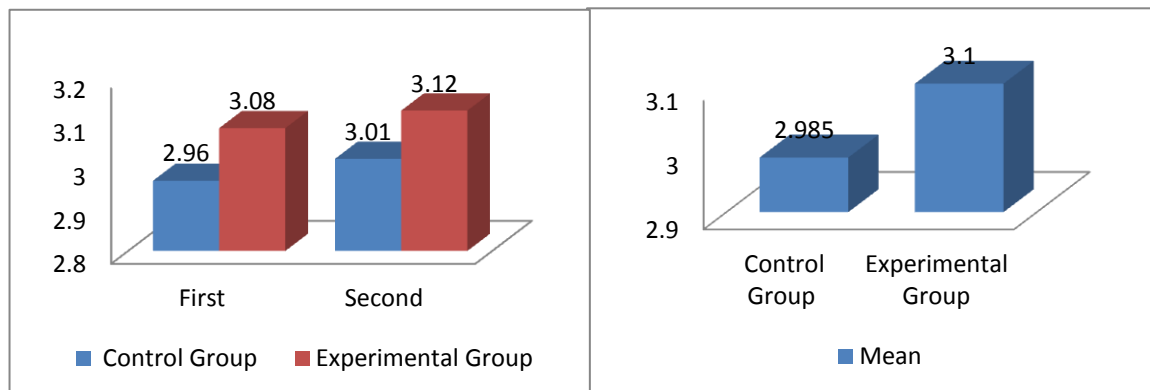


Grade Point Average

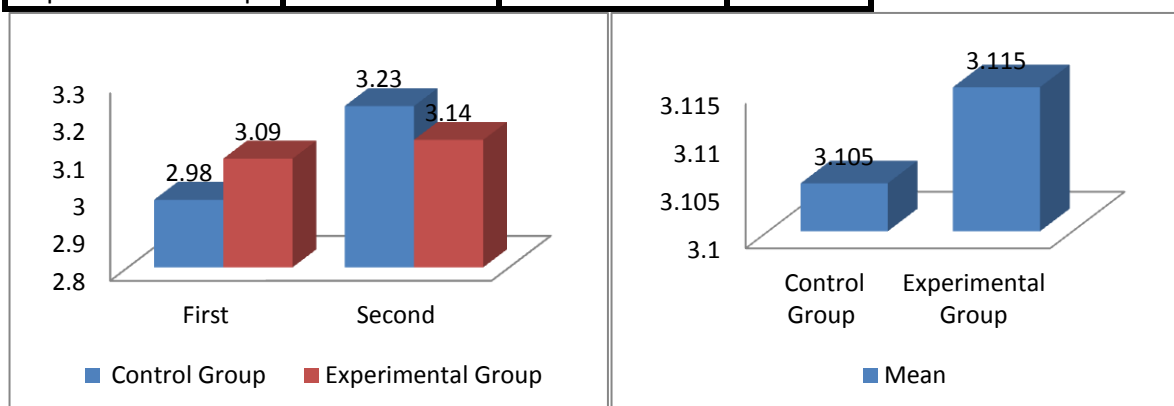
Grade Point Averages were amassed at the close of both the first and second quarters. The sixth grade experimental group outscored the sixth grade control group in both grading periods. The seventh grade groups split the quarters but the experimental group lead in grade point average for the semester. When the sixth and seventh grade experimental groups were combined and compared to the sixth and seventh grade control groups, the experimental groups mean scores were higher for the first and second quarter as well as the semester.

Figure 4.66

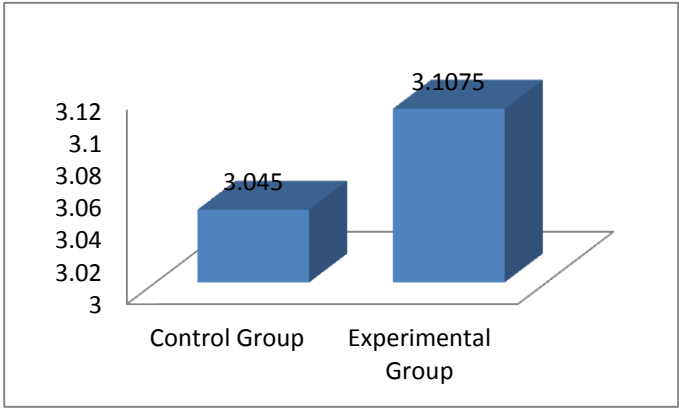
6th	First Quarter	Second Quarter	Mean
Control Group	2.96	3.01	2.99
Experimental Group	3.08	3.12	3.10



7th	First Quarter	Second Quarter	Mean
Control Group	2.98	3.23	3.11
Experimental Group	3.09	3.14	3.12



6th/7th	First Quarter	Second Quarter	Mean
Control Group	2.99	3.11	3.05
Experimental Group	3.10	3.12	3.11

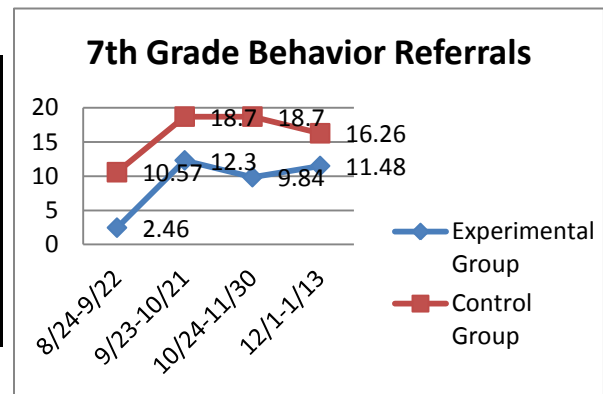


Behavior Referrals

Behavior Referral data was collected at first interim, first quarter, second interim and second quarter for the seventh grade experimental and control groups and the sixth grade experimental and control groups. It was observed that the experimental groups in both grades had considerably less referrals than both control groups at each of the four gathering points. In addition, a longitudinal analysis was conducted over a two year period on the current seventh grade participants from both the experimental and control groups. Behavior Referral data was gathered for these students in the first eighteen weeks of their sixth grade year and compared to the data for the first eighteen weeks of their seventh grade year. The participants that had experienced the new program had a mean percentage of 36.10% receiving behavior referrals in both their sixth grade first semester and their seventh grade first semester. However, the participants that had not experienced the new program had a mean percentage of 26.80% receiving behavioral referrals in their sixth grade first semester and a mean percentage of 64.20% receiving behavior referrals in their seventh grade first semester.

Figure 4.67

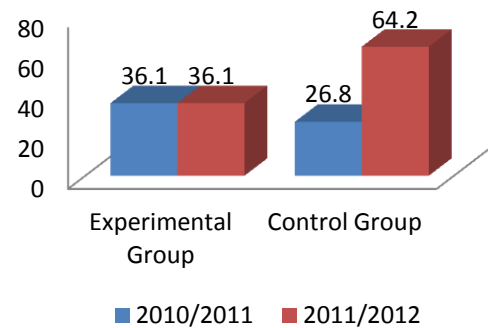
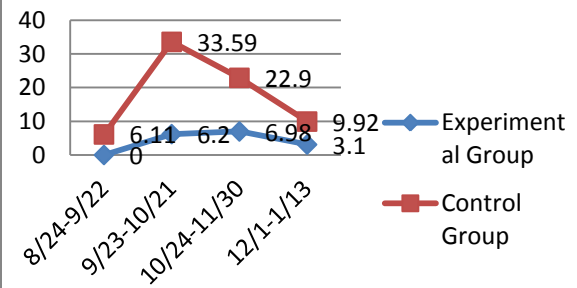
7th Grade		
Dates	Experimental Group	Control Group
8/24-9/22	2.46	10.57
9/23-10/21	12.30	18.70
10/24-11/30	9.84	18.70
12/1-1/13	11.48	16.26



6th Grade		
Dates	Experimental Group	Control Group
8/24-9/22	0.00	6.11
9/23-10/21	6.20	33.59
10/24-11/30	6.98	22.90
12/1-1/13	3.10	9.92

Longitudinal Analysis		
	Experimental Group	Control Group
2010/2011	36.10	26.80
2011/2012	36.10	64.20

6th Grade Behavior Referrals



Summary

The data gathered to measure the effectiveness of the Advisory Pride Program showed both constructive and positive results. Journal entries from the participating teachers, phase assessments and periodic surveys gave the researchers not only qualitative data, but formative feedback. The final surveys for the experimental group's teachers and students showed greater agreement with the statements that represent an effective advisory program than those of the control groups. They were testament that the researchers had focused and refocused efforts on the criteria of an effective advisory program that supported the middle school philosophy. The indirect data; attendance, grade point average, p-points and behavior referrals, presented affirmation that the program had a favorable effect. All four data points offered greater gains by the experimental groups than by the control groups. The results are pleasing and support the research behind the program.

Chapter 5

CONCLUSION & IMPLICATIONS

In today's world, it has been harder to foster teacher – student relationships in school. Some possible reasons for this could be lack of time within the instructional day, disinterested students and teachers or focusing more on standardized testing than really getting to know the people within the classroom. Regardless of the reason, research has shown that the more teachers' foster relationships with their students and focused on their social and emotional needs, the more academics, motivation and attendance improved. The Advisory Pride Program modeled after this research showed positive gains in attendance, behavior, academics, and overall attitude.

Several questions were asked in this research project.

What was the effect of an improved Advisory on attendance as measured by attendance data and student achievement as measured by G.P.A.?

This question was successfully answered by tracking attendance data and G.P.A. and charting the results. In the end the attendance results showed for the 6th grade, the control group had a higher rate of attendance until November when the experimental group's attendance rate began to rapidly increase as the control groups continued to decrease. The 7th grade attendance data also showed the same trend. This time period is during the school pride phase and after self-esteem and group skills. Therefore, the students were applying those skills to the school pride activity also known as the advisory celebration which was the desired effect. The G.P.A. results showed the experimental groups mean G.P.A. scores were higher than the control groups for the first and second quarter as well as the semester. The researchers believe that this was due

in part by fostering teacher-student relationships that support academic endeavors within classroom.

What was the effect of an improved Advisory on acceptable student behavior that was measured by behavior referrals and 4-P Points (Prompt, Prepared, Polite and Productive)?

This question was successfully answered by tracking behavioral referrals at every interim and nine week grading period. The 4-P Points were tracked at every nine week grading period. In the end, the behavioral referral results showed that the experimental groups had less behavioral referrals than the control groups throughout the semester indicating that there were more behavior problems with students within the control group. The researchers feel the program was used as a tool to promote talking through issues rather than acting out on impulse or anger that would result in a behavioral referral. The 4-P Point results showed that the control group students had an average of 19.1 out of 20 p-points or 96% for both quarters. The experimental group students had an average of 19.3 out of 20 or 96.5% for the first quarter then raised that to 19.7 or 98.5% in the second quarter. This classroom behavioral data demonstrates students showed pride in themselves as well as in their school work.

What was the impact of Advisory on identifying transition issues as described by student surveys?

This question was successfully answered by assessing the participants using a student friendly survey. This assessment had 30 statements that were qualified using a four point Likert Scale including: strongly disagree, disagree, agree and strongly agree. These questions were divided up into five phases that exemplify a successful advisory program according to the research. The statements are the criteria for the researchers to determine the success of the program. For seventh grade, the survey for both the experimental and control group was given

several times throughout the 18 week program. For sixth grade, the survey for both experimental and control group was given one less time than the seventh grade. The sixth grade students were never involved in an advisory program before, therefore could not take the initial survey at the beginning of the year.

In the end the results showed:

1. The experimental group showed greater growth than the control group when responding to the statement, "I understand the purpose of the advisory program." This is due to the communication of the goal for each theme of advisory.
2. The survey reports that the experimental group experienced some uncertainty regarding the agenda for their advisory classes while the control group experienced less. It is the researcher's conclusion that this is due to more diversity in the agenda of the experimental group than that of the control group.
3. The survey reports that the strongly disagree response reduced for the experimental group regarding the statement "Sometimes we work on school work and sometimes we work on personal and social goals." However, the control group showed an increase in the strongly disagree response for this same statement. These results were due to students working within the first segment of the advisory program dealing with social-emotional goals during which data was gathered. Later, the students moved into the second segment of the program dealing with academics during which no data was gathered.
4. When asked, "Are our principals involved in advisory activities sometimes." The experimental group showed growth in the strongly agree response. The same response increased and then decreased for the seventh grade control group and

decreased for the sixth grade control group. The only reason the experimental group had any positive growth in this area was because the researchers communicated that the administrator's presence was requested. The control group however may not have communicated this information with the principals.

5. For the question, "All teachers are involved in advisory activities." Both the seventh grade experimental and control groups showed an increase in agreement with this statement. Conversely, both the sixth grade experimental and control groups showed a reduction in agreement for the same statement. The researchers agree that the seventh graders are more familiar with all of the teachers in the building as opposed to the sixth graders who do not know the seventh grade teachers.
6. Regarding the statement, "My advisor keeps in contact with parents" the experimental groups showed growth in agreement. However the control groups showed a decrease in agreement. The researchers attribute this to the development of an Advisory Blog and the Million Words or Less Paper to keep the parents involved.
7. Concerning the statement, "My parents understand the advisory program" disagreement increased for all participating groups. While the researchers were able to keep in contact with the parents, the purpose of the advisory program was not relayed to the parents effectively.
8. The statement, "I learn about relationships in advisory" fluctuated in both experimental groups. The month relationship skills were taught was the highest percentage of agreement with this statement.

9. Looking at the statement, “I know my advisor knows me well.” The experimental groups showed a steady growth of improvement once the program had begun. The control group varied depending on the month students were surveyed.
10. When responding to the statement, “My advisor listens to me”, all groups (experimental and control) showed growth and agreement. Indicative of our school, it is not surprising to see the amount of positive responses to this particular answer within the survey.
11. Although the experimental group agreement with the statement “My advisor offers me help” fluctuated slightly, the controlled group showed drastic declines for this statement. The more favorable result of the experimental group is attributed to the relationships built within the program.
12. Overall, both the experimental and control groups had a high rate of agreement with the statement, “My advisor cares about me.” Again, this is a positive attribute of LaMuth Middle School.
13. Overall, there was a higher percentage of students in the experimental groups agreeing that “advisory helped them understand themselves” than that of the control groups. This phase will continue to be an important part of the advisory program in years to come.
14. Both the sixth and seventh grade experimental groups showed an increase of agreement that “advisory helped them to get to know each other”. While the control groups showed a decrease in agreement. This too will be a continuing component of the advisory program.

15. While the program was strong in supporting social-emotional growth, it did not provide as much development and agreement as the control groups displayed. The statement that, “the advisory program helps us learn appropriate behaviors” will be a focus in next year’s school wide program.
16. Taken as a whole, each advisory both experimental and control, successful progressed in “helping students set personal goals.” This will be a mainstay of the program.
17. Across the board, most of the advisees did agree that “advisory helped them keep track of their progress”; however, efforts will be made to develop this skill next year.
18. The experimental groups showed advancement and agreement that “advisory helped them work well in groups.” Whereas the control groups agreement declined regarding that statement. This is a valuable life skill that will be revisited in the program.
19. While the sixth grade experimental group showed more growth than the control group, the seventh grade control group showed more growth than the experimental group. It was apparent to the researchers that the sixth grade activities were more effective than the seventh grade activities given in advisory.
20. Used by the seventh grade control group, the Olweus Anti-bullying Program showed positive effects with the question, “The advisory program helps us deal with peer pressure.” The lack of structure in the seventh grade experimental regarding the use of the same program could have led to this result.

21. Using the school wide policy to “help improve good work ethics (prompt, prepared, polite and productive.)” three out of the four groups showed growth; however, the seventh grade experimental group declined. The researchers attribute this to the student population selection assigned to each team.
22. The statement, “The advisory program helps us feel comfortable coming in to and leaving our middle school” does not show a huge discrepancy between three of the four groups. However, the sixth grade control group showed a sharp decline. The researchers would like to improve this area by focusing on transition issues in the future.
23. The statement, “The advisory program encourages school spirit,” yielded a January ending average of 80% agreement within the experimental group. Whereas the control group’s ending average was a 72%. Efforts to encourage school spirit will continue in advisory.
24. The experimental groups showed growth in “helping students feel a sense of belonging at LaMuth”. The control groups showed a sharp decline fostering belongingness. The success of the experimental group will be shared school wide as a pillar of success within the program.
25. By the end of the 18 weeks, more than 90 % of the experimental group agreed that they “participated in community service activities”. While less than 20% of the control group agreed. It is evident that students truly enjoyed reaching out to their community.
26. Although only the sixth grade control group showed a decline in agreement that they “kept track of their grades in advisory.” Both experimental groups showed

greater gains than the seventh grade control group. Although this is favorable, the program was in the social-emotional stage, rather than the academic stage. Even greater gains are expected in the second semester.

27. Throughout the study, the experimental groups' agreement that they "can talk to their advisor about their grades" improved. The control groups on the other hand, deteriorated during the 18 week program.
28. All groups' agreement for the statement that they "can ask their advisor for help with their school work" declined. The control groups declined the most. The researchers attribute this to the relationships made between the advisors and advisees in the experimental group.
29. Only the sixth grade experimental group showed any gain in agreement with the statement "we learn good study techniques." Again, this has to do with the program being in the social-emotional stage, rather than the academic stage. The researchers expect greater gains in the second semester.
30. The final question, "We learn organizational skills in advisory" showed that the experimental and control group's averages for the final survey were very similar. Once again, this is related to the fact that the first semester focused on the affective domain while the second semester is more focused on academics.

Overall, the student mean percentage of agreement with all statements by the experimental group was 78.61% and 62.44% for the control group.

What was the effect of an improved Advisory on teacher attitudes measured by regularly scheduled surveys?

This was answered by analyzing teacher surveys given at the beginning of the year and at the end of the 18 week program. Teachers were given a chance to show how they felt their advisory had been run in the past before the Advisory Pride Program was introduced. Following the program, teachers were then given a final survey to express changes in attitude about the new advisory curriculum.

In the end, the results showed an overwhelming difference in agreement between the teachers in the experimental group compared to those within the control group. The following teacher survey statements all resulted in greater gains by the experimental group throughout the 18 week program while the control group declined.

1. Our advisory program has a clearly stated purpose that is agreed upon by all staff members.
2. Objectives within advisory are reviewed and reaffirmed regularly.
3. Objectives of the program include a balance between academic and social emotional.
5. All staff members share responsibility for the advisory program.
6. Faculty members interact regularly to discuss the advisory activities.
7. Faculty members are provided time to meet and plan the activities of the advisory program.
8. Faculty members are provided with information that helps them interact with students on difficult, sensitive, social or emotional issues.
9. Faculty members keep in contact with parents and custodial adults.
10. Parents understand the advisory program.

11. Descriptive information about the program is provided to parents.
12. The advisory program helps students to develop interpersonal relationship skills.
13. The advisory program gives students the opportunity to form a positive relationship with at least one adult.
14. My advisees know I care about them.
15. The advisory program helps students understand themselves.
17. The advisory program helps to identify pro-social and antisocial behaviors.
19. The advisory program helps students develop self-evaluation skills.
23. The advisory program assists students in the development of individual decision making.
26. The advisory program promotes school spirit.
27. The advisory program helps students develop a sense of belonging.
29. The advisory program helps students to monitor their academic progress.
30. The advisory program provides students with opportunities to discuss concerns related to the academic program.
31. The advisory program helps students to acquire organizational skills.

In the following statements the experimental groups increased while the control groups showed no change in agreement.

4. School administration supports the advisory program.
18. The advisory program gives students an opportunity to identify personal goals.
20. The advisory program helps students learn skills needed to function

effectively in groups.

25. The advisory program assists students transitioning in and out of middle school.

28. The advisory program provides opportunities for students to participate in community service activities.

31. The advisory program addresses good study techniques.

The following statement showed no change in agreement for neither the experimental group nor the control group.

21. The advisory program places emphasis on developing respect for others.

The following statement showed a decrease in agreement by the experimental group and no change in agreement by the control group.

16. The advisory program helps students to get to know each other.

The following statement showed a decrease in agreement by the experimental group and an increase in agreement by the control group.

22. The advisory program helps students deal with peer pressure.

The following statement showed a decrease in agreement by both the experimental group and the control group.

24. The advisory program helps students develop good work ethics (prompt, prepared polite and productive).

Overall, the teacher mean percentage of agreement with all statements by the experimental group was 91.48% and 42.10% for the control group.

Self-Reflection

The Advisory Pride Program was developed to improve the 25 minute daily Advisory period at LaMuth Middle School for both six and seventh grade students. The study's purpose was to improve the current state of Advisory by building relationships that fostered connectivity between the Advisory teachers and students through a structured curriculum. As a whole, the program was able to show positive changes in student attitudes towards school, better attendance and fewer behavior referrals, as well as greater academic achievement. Sixth grade students moving from six different elementary schools showed smoother transitions into the middle school. This was due in part by their Advisory liaison and the activities provided by the Advisory Pride Program. The seventh grade students showed more interest in the new program compared to the previous year's activities that were not consistent and varied in effectiveness.

The largest success within this program was the organization the binders provided for every teacher working on Advisory. The information within each binder gave step-by-step instructions for the day's activities. Since twelve teachers implemented the program at once, the binder allowed consistency for the Advisory Pride Program. Teachers also enjoyed the carefully selected activities that worked on one of four main topics within the program to help social-emotional growth. Surprisingly, with as much data as there was to collect, gathering the data was trouble-free. Teachers knew when data was going to be collected and the researchers were able to organize it easily. This was due to the researchers color coding different papers and using an effective filing system approach to ensure all work was in its place.

While working through the Advisory Pride Program there were a few problems that were associated with implementation. One problem was not having all teachers completely committed to the program the way it was meant to be used. Although professional development was

offered and binders were used to ensure consistency, teachers interpreted the information differently. Although everything possible was done by the researchers to ensure all students would be experiencing the true model of the program in their vision. Changes by the individual teacher were made out of the researcher's control. One great outcome was that even though one teacher did not always have a positive view of the program and showed this feeling to her students, the surveys the students filled out still showed positive growth from the program and enjoyed it.

A second problem was finding a way to keep the parents involved. The researchers attained involvement at the beginning by asking each parent to write "A Million Words or Less" essay about their child. This information could include anything from allergies, learning issues, bullying problems and more. The parents really enjoyed this and appreciated the school's willingness to know more about their individual child. However, from the beginning of the year until December the researchers had little planned to involve the parents other than asking the teachers to make contact with them periodically. It was not until it showed up on a few survey results from the students did the researchers realize that more parent involvement was needed. This resulted in starting a Student, Teacher, Administrator and Parent Blog to keep everyone informed about activities that were happening in Advisory. This tool was used a little too late to really be effective, but was a nice way to try to communicate with parents.

A third problem was trying to get administration to participate in some of the activities with the students during Advisory. Although the administration was very supportive to the overall program, they were unable to visit classrooms, witness the activities or discussions first hand to truly see the program in action. The researchers believe that if this would have

happened, students would have invested even more into the program because they knew administrators were devoted to the program as well.

Changes in Methodology

The Advisory Pride Program's vision was vast in the infancy stages. The researchers wrote about ideas or activities they believed would work for the program only to find out while the program was running, that it just was not conducive in real time. Therefore, several changes had to be made in the methodology of the program in order for it to run as smoothly as possible.

At the end of the 2010-2011 school year, the researchers planned to survey sixth grade students that would become seventh grade students for the 2011-2012 school year. Before this could be done however, the principal explained that the current sixth graders would be mixed up in the seventh grade for the following year. If a survey was given when planned, the researchers would have to survey again at the beginning of the next school year because students would be moved into different teams and the data would be changed. The researchers decided to wait to survey seventh grade students until August of the new school year. The researchers also decided instead of surveying the teachers every month as they had planned, they felt they would have greater results if teachers were only surveyed twice. Teachers were given the survey once at the very beginning before the program was implemented and once at the very end of the program. The researchers felt that teachers would be able to reflect easier than the students could and would have a better overall picture of the program if surveyed this way.

Also at the end of the 2010-2011 school year, the Building Leadership Team (BLT) had voted to change the school wide P Point Policy for the following year. The researchers had planned to give students 15 P Points at the beginning of each nine week grading period, but

changed it to 20 P Points for each grading period. Therefore, the methodology needed to be changed for the Advisory program.

In the original plan, the researchers did not include a Control Group in the study. In August, they realized that it was imperative to their results to be able to compare students who received the program to those who did not. Therefore, another team within LaMuth was chosen and labeled 6W and 7W standing for sixth grade white hall and seventh grade white hall.

At first, the researchers had decided that they would run a 15 week study at LaMuth. They believed by ending right before winter break would allow more time to organize and compute data. They had also scheduled all indirect data to be gathered at the end of each month of the program which included: attendance, behavior referrals, G.P.A., and P Points. However, at closer glance, they realized there was greater value to collecting data at interim and nine week grading periods instead of at the end of each month. Also if they ended the study in 15 weeks, they would not be able to collect their final round of data after returning from break in January. Due to this, the researchers extended their study from 15 weeks to 18 weeks, allowing the final round of data collection to be made at the semester. They also changed the way they collected their indirect data. Attendance and behavior referrals were collected four separate times at each interim and nine week grading period. Student's G.P.A and P Point data were collected only twice at the end of each quarter. Due to the vast amount of information, this cut down on how much the researchers had to keep track of and helped them remember when to collect each piece of data. Also, when the final phase was added from January 3rd until January 13th, the researchers used this time in Advisory to transition from social-emotional activities to an academic phase. This allowed students to gently glide into an important academic period that would help prepare them for the OAA testing in April.

One final change in the methodology was to alter December's Community Service Project. At first, the researchers were going to allow students to gather food to make food baskets. They would then deliver these baskets to local food shelters at the choice of the teachers. However, the researchers felt that if they gave the students a choice and allowed them to vote on their favorite charity, it might give them more ownership over the entire process. Therefore, this change was also added to December's plan within the Advisory binder.

Student Motivation

As noted in the surveys, students were motivated throughout the entire process of the Advisory Pride Program. They enjoyed coming into Advisory to see what activity they would participate in that day. They also benefitted from working with students on tasks that were based on teamwork and problem solving. These results were obtained through student surveys that were gathered every 4 to 6 weeks throughout the program.

Implications

As mentioned in the Self-Evaluation section, there were a few problems the researchers faced while implementing their Advisory Pride Program. As the researchers reflected on all that occurred throughout the 18 week program, they had several ideas that would help next year's program run smoothly and be more effective.

One of the problems mentioned in the self-reflection section dealt with teachers that were involved with the program, but did not have the best interest of the students in mind. For next year, the researchers will provide more research explaining how vital it is to foster social-emotional relationships between teachers and students. This should also be something that is constantly revisited throughout the year at staff meetings to keep the teachers up-to-date on the

latest research as well as a way to remind them about how important their job as an Advisor is to the children at LaMuth.

The second problem was trying to attain administrator participation within the classroom. While the administrators were very supportive of the overall program and could immediately see the value of implementing social-emotional relationships in Advisory, they did not participate in the actual program. For next year, the researchers would like to schedule activities that the administrator would be in charge of teaching during Advisory. This way, they would have regularly scheduled times to appear in each classroom. By putting this in place, the administration will have more ownership of the program.

The third problem was keeping the parents informed throughout the entire Advisory program. The Advisory blog was used, but not until the beginning of December. If this tool could have been utilized the entire year, it would have been more effective in informing parents as well as other teachers and administrators. For next year, the researchers plan to train each Advisory teacher and administrator on how to use the blog as well as demonstrate the use of the blog at Open House. Since Open House is scheduled within the first two weeks of school, parents will immediately be informed of how to stay informed of weekly events taking place in Advisory. It will also empower parents to contribute to the blog and show support to their children, other students, teachers and administrators.

Time Constraint Implications

The researchers planned activities by the month and focused on themes of knowing oneself, knowing each other, knowing our school and knowing our community. While on paper it seemed that enough time was allotted for all activities, in reality more time would have been beneficial with some topics.

During the month of August, it was impossible to know how many different activities outside of the Advisory Program were scheduled that the researchers had no knowledge or control of when planning. While August is a very important month to begin making connections with the students and their parents, less actual activities need to be scheduled during Advisory time due to collecting forms, attending assemblies and going over school procedures.

In November, students were creating self-made Advisory Celebrations to honor each other for being individuals at LaMuth. The researchers only gave two days a week for planning this celebration, equaling 50 minutes per week. This was just not enough time for students to rehearse, gather materials and prepare for the celebration. Next year, students should be allotted at least three days a week for the completion of the celebration and tie it in with the community service project explained below.

Finally, the students were involved with a community service project. They unanimously chose to help the Humane Society. Due to the holiday break, students only had three weeks to learn the history of the Humane Society, meet a representative of the Humane Society, hear what their needs were and collect items to be donated to the organization. For the researchers in charge of this, it was a very hectic time. It was hard to keep tabs on all twelve Advisories and what each student was bringing in. Next year, a better idea might be to start the community service project at the same time as the Advisory Celebration. This way, students will have more time to devote to bringing in items to donate while working on a Celebration. On the day right before break, all items can be brought to one centralized location for all students to see their accomplishment and have the celebration to not only honor each other, but the hard work of collecting items to help an organization in need.

Summary

Overall, it has been proven that academics, motivation and attendance improved the more teachers foster relationships with their students and focus more on student's social-emotional needs. The Advisory Pride Program modeled after this research has successfully shown positive gains in attendance, student behavior, academics and overall attitude. The researchers in this study were proud of how the program was implemented and although there are a few items to be altered for next year's program the overall study was a great success.

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